The Development of Educational Institution Management Strategies
Affecting the Quality of Secondary Education Students under the Office of the Secondary Education Service Area in the Eastern Region

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Abstract—This research article’s objectives are to develop an educational institution management strategy model to investigate the suitability of the institutional management strategy model development and to develop a manual for implementing an educational institution management strategy that affects the quality of people, studying a secondary education under the Secondary Education Service Area Office in the Eastern Region by using the combined research method. The research instruments consisted of a semi-structured questionnaire, a meeting record, a group of experts, an assessment form. The appropriateness of the statistical manual used in this research were percentage, mean, standard deviation, content analysis.

The results of the research revealed that the development of an educational institution management strategy that affects the quality of the secondary school students under the Office of the Secondary Education Service Area in the Eastern Region, there are 5 strategies as follows: 1. Development of a strategy for school management in organizing an environment conducive to learning. 2. Development of an institutional management strategy for promoting proactive learning 3. Development of an institutional management strategy model in enhancing leadership for teachers 4. Development of a management strategy model 5. Development of a strategy for the overall application of schools was at the highest level by developing a strategy model of the instructional manual. Developing the model of educational institution management strategy is overall appropriate at a very good level.

Index Terms—strategy model development, institutional management, learner quality; Educational management strategies

I. INTRODUCTION

The changing trend of the world society in terms of technological advancement, globalization, economic crises, political and democratic governance, constitutional law and health service reforms have resulted in changes in the conditions of the country. The state of education management in the country has changed both in terms of targeted educational philosophy as well as the objectives of the course of teaching and learning management, teaching evaluation, supervision and personnel development, educational management model management roles of administrators.
and teacher personnel. Education administration tends to be in the same way that business administration aims to seriously focus on efficiency and effectiveness, especially the changes that will affect the management of basic education as education is organized to prepare resources. The country has entered the era of change, which is to raise the quality of the population in the country more, affecting the country's future development, especially the teaching and learning management of effective teachers that require a variety of techniques and a comprehensive approach that covers and meets the needs of learners by aiming for learners to learn to their full potential. Having knowledge, abilities and desirable characteristics, the aims and principles of educational management in Article 6 must be stated in order to develop Thai people to be complete human beings in physical, mental, intellectual, knowledge, and morality, with ethics and culture to live happily with others. The Ministry of Education has set goals in the second round of educational reforms from 2009–2018 with a focus on implementing them. The concrete quality is the creation of new qualities in various fields, focusing on the quality development of modern Thai people to have the habit of learning from early childhood to learn on their own and continue to seek knowledge throughout life according to the theory of change management in basic education institutions. There are prominent theories related to change management and can be applied to change in education [1]. It describes the process of transformation of Theory E and Theory O [9]. Theory E is a rapid transformation of goals from back-to-back, emphasizing a top-down shift in values, employing a large number of external advisors. Theory O focuses on changing goals to achieve higher performance goals, emphasizing a powerful culture and competent and high-performing personnel. Hamlin (2001) states that most of the changes are encompassing dimensions that are effectual in different parts of the organization. They may occur concurrently, intermix or continue, depending on the context of each educational institution. However, management theories and concepts are known to say that “no one type of management approach is the best”. (No one best way) In practice, choosing the best form. The most appropriate to the situation at that time and new management styles are always being developed and developed. Therefore, a good management style must show a structural relationship between the leading variables. To predict the consequences that can be examined with empirical data clearly describe the structure or mechanism of rational relationship of the matter being done, leading to the creation of new concepts or relationships or expanding the body. Knowledge is consistent with the theory of the subject to use the model used with teachers or teachers as the most important person in the educational management process because the essence of educational management is the teaching and learning activities that occur. It depends on the relationship between the teacher and the learner. In order for a teacher to be a person who can develop quality learners, teachers must continually learn and develop themselves by adjusting to two new roles: 1) Teachers as primary teaching practitioners 2) Teachers as classroom action researchers, which are complementary roles, teachers need to develop curricula, teaching methods, and motivate learners to create curiosity [10]. When teachers are the personnel who play an important role in the educational management process. Teacher quality is therefore important because quality teachers affect quality learners. Teachers, therefore, play a very important role in the development of people to be human beings that are complete in physical, mental, intellectual, knowledge and morality, having ethics and culture in living, able to live with others happily. Teachers are an important factor affecting the change in learning of learners. Therefore, professional standards of teachers, faculty and education personnel are promoted and teacher development. Faculty and Educational Personnel
Continuing as the central organization for personnel management of teachers and education personnel, therefore, the competence in the performance quality of teachers and education personnel consists of 1) competencies that the main focus is on good service achievement, self-development and teamwork, and 2) line competence is learning design that is about learner development and classroom management, consisting of 3 indicators: 1) teaching and learning atmosphere is flexible classroom arrangement; There are supervision boards or academic corners to encourage students to help support good interactions between teachers and students and learners with learners. 2) The preparation of classroom information is the classification of necessary information. and classroom documents, and 3) supervising the classroom, creating an agreement to coexist and supervise the practice of the learners to be in accordance with the agreement and to be able to adjust the learner's behavior to learn together smoothly. It is used as a criterion and method for government teachers and educational personnel to have and promote academic standing, which teachers request to have and promote academic standing must pass an assessment of the quality of performance. Therefore, the role of teachers is the most important in class management. Learning consists of two important activities: 1) instructional management aims to enable children to learn according to the objectives 2) classroom management aims to create a learning atmosphere [3]

In spite of the change of management towards excellence in educational institutions, the process of operation of educational institutions based on people, which are school administrators and all personnel relies on various resources in order for the operation of educational institutions to achieve their objectives resulting in outstanding results of superior quality than ordinary, they can be a role model for other educational institutions. They can recognize the importance of classroom management that affects the quality of learners. However, many teachers have never received any training in classroom management or conflict resolution, relying solely on their own school experiences or on the basis of their beliefs. According to the report of the Office of the Education Council Secretariat (2009), it was found that the transformation factors for success is a factor that promotes successful change management. The main factors are executive competency, work styles and personnel since the development of teacher competency in classroom management in schools is not clear and does not meet the needs of teachers as they should, there is only a manual for teacher competency assessment at the Office of the Education Commission. The basis was created to be used as an assessment of teachers in each subject group and for annual performance assessment only. However, the manuals are lacking in details on the methods and procedures for acquiring each indicator, corresponding to the research group of the Research Office As a whole, it was found that teacher development still lacks an effective development system [4]. In addition, problems with classroom management were found as follows: 1.) It was found that the administrators did not create awareness for teachers to focus on classroom management and also did not give importance to set the atmosphere and environment in the classroom that facilitated teaching and the ability to manage in the classroom. It can be seen from the fact that the teacher cannot control the class to manage the teaching smoothly. They are unable to manage or resolve students with undesirable behaviors [7]. Teachers also have beliefs and practices that have been used to treat students, such as scolding and punishing students. Teachers focus on teaching complete content according to the curriculum. The teacher thinks that every problem is caused by the students without considering himself. Teachers are assigned a number of responsibilities. This leaves little time for classroom management, and teachers have also found misconceptions about classroom management, for example: 1) They understand only the bending 2) Class management is
the sole responsibility of the teachers. 3) Class management is the only management of the classes in the classroom. 4) A person who has already taken a teacher's course must be able to manage the classroom. 5) Classroom management increases the burden on teachers. 6) It has been teaching for many years. I don't see the need to organize classes to make it more difficult [8]. Based on the aforementioned issues and the epidemic situation during the epidemic situation of the Coronavirus Disease 2019 (COVID-19) making the style of classroom management in the academic year 2020, according to the disease control situation, the disease control agencies and disease control agencies must issue measures to control the disease. This unpredictable rapid change prompts the need to review the development of educational institution management strategies that are sent effects on the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, therefore, it is imperative to have a quality management strategy to prepare clearly in classroom management to be used as a guideline for improving the quality of learners in order to achieve the objectives of good and effective education management.

II. RESEARCH OBJECTIVES

The objectives of this research article were as follows:

1. To develop the educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region

2. To examine the appropriateness of the development of educational institution management strategies that affect the quality of secondary school learners. Under the Office of Secondary Education Service Area in the east

3. To develop a manual on the use of educational management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Area in the Eastern Region

III. RESEARCH METHOD

Research on the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region is a mixed method research, divided into 3 phases as follows:

Phase 1 There are two research steps for developing a Strategic Model for Educational Institution Management to draft a classroom management strategy that affects learner quality for secondary schools under the Secondary Education Service Area Office in the east as follows:

1) Step 1: Regarding the development of an educational institution management strategy model to draft a classroom management strategy that affects learner quality for secondary school students, the researcher studied relevant documents and research papers in order to obtain the figure development elements. Educational Institution Management Strategies Model for drafting classroom management strategies affect learner quality for secondary school by interviewing 9 experts including the multi-case study from model school, received the prestigious Obec Awards for Class Management at the National Academic Year 2020 as well as making interviews on classroom management strategies that affect student quality for secondary school under the Office of Secondary Education Service Areas in the Eastern Region of 20 schools. The tool used was a semi-structured interview.
2) Step 2: Regarding the development of an educational institution management strategy model to draft a classroom management strategy that affects learner quality for secondary school students, the researchers used the expert’s group, meeting technique from 11 experts, obtained by Purposive Sampling to determine the Index of Item–Objective Congruence (IOC) tool used as an expert group meeting recorder.

Phase 2: Regarding the examination of the appropriateness of the development of an educational institution management strategy model to draft a classroom management strategy that affects the quality of learners for secondary schools, the researchers determined the appropriateness of the strategy's implementation and class management affecting learner quality for secondary schools under the Office of Secondary Education Service Areas in the Eastern Region by asking for opinions of a sample group consisting of school administrators in a total of 350 teachers, 150 teachers, a total of 500 students. The sample size was calculated using the Taro Yamane method. The instrument used was a 5-level estimation scale questionnaire.

Phase 3: Regarding the creation of a manual for implementing a model of educational institution management strategy that affects the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, it was done by 9 experts and a tool used to assess the suitability of a strategic partner.

IV. RESEARCH RESULTS

1. With regard to the results of the development of educational institutions management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, they were found that the Education that affected the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region had 5 strategies as follows: 1. Developing a model of educational institution management strategy in setting up an environment conducive to learning. 2. Developing an educational institution management strategy to promote proactive learning 3. Developing an educational institution management strategy to enhance leadership for teachers 4. Developing a strategic model for participation in classroom management 5. Developing educational institution management strategies. The result was appropriate for overall implementation at the highest level.

2. With regard to the results of the assessment of the appropriateness of the development of educational institution management strategies that affect the quality of secondary school learners, the results showed that the model of educational institution management strategies affecting the quality of secondary school learners under the Secondary Education Service Area Office in the eastern region had the overall suitability at the most level (\( \bar{X} =4.81, \text{SD} = 0.34 \)). When considering each strategy, the averages were as follows: 1. Development of educational institution management strategies in setting up an environment conducive to learning (\( \bar{X} =4.87,\text{SD}=0.45 \)) 2. Development of educational institution management strategies to promote proactive learning (\( \bar{X} =4.56,\text{SD}=0.64 \)) 3. Development of educational institution management strategies to supplement Build leadership for teachers (\( =4.83, \text{SD} = 0.34 \)) 4. Developing a strategic model for
school management in participating in classroom management (\( \bar{X} = 4.26, \ SD = 0.34 \) )

Developing a strategy model. The school management is appropriate to use (\( \bar{X} = 4.67, \ SD = 0.29 \))

3. With regard to the results of the development of a manual for the use of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, the manual for the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region had overall appropriateness at a high level (\( \bar{X} = 4.77, \ SD = 0.54 \))

V. NEW KNOWLEDGE

Development of educational institution management strategies that affect learner quality secondary school Under the Office of Secondary Education Service Area in the east

1. Development of a strategic model for educational institution management in setting up an environment conducive to learning.
   1.1 Management of physical education institutions that facilitate learning
   1.2 Management and administration of academic institutions that are conducive to learning
   1.3 Management of social educational institutions that are conducive to learning
   1.4 Management of educational institutions in the field of psychology that facilitates learning

2. Development of educational institution management strategies to promote proactive learning
   2.1 Promoting fundamental factors in the form of a proactive learning institution management strategy
   2.2 The use of strategies in the form of educational institution management strategies in proactive learning
   2.3 The use of proactive learning strategies for educational institution management strategies

3. Developing a Strategic Model for School Management in Enhancement of Leadership for Teachers
   3.1 Promotion of educational institution management strategies for enhancing professionalism
   3.2 Promotion of educational institution management strategies for enhancing good personality
   3.3 Focusing on the development of educational institution management strategies to enhance achievement
   3.4 Promotion of educational institution management strategies for enhancing leadership change

4. Developing a Strategic Model for School Management for Participation in Classroom Management
   4.1 Participation in educational management strategies in classroom management
   4.2 Participation in educational management strategies in classroom management
   4.3 Participation in educational management strategies in monitoring management class
   4.4 Participation in educational management strategies in developing the environment in class management

5. The development of educational institution management strategies is appropriate for implementation.
   5.1 Promoting the development of educational management strategies to be used in
5.2 Promoting the development of strategies for use in educational management academy

5.3 Promoting the management of educational institution management in the implementation of management that conducive to learning

The results of research on the development of educational institution management strategies that affect learner quality secondary school Under the Office of Secondary Education Service Area In the eastern region, 5 strategies, 18 activities, educational institutions or stakeholders in education management can be used as guidelines for classroom management operations. To increase the efficiency of management that will affect the quality of learners. By doing the following Determine vision, mission, objectives, and strategies (development of educational institution management strategies that affect the quality of secondary school learners Under the Office of Secondary Education Service Area in the East) Work plans/projects Activities (each sub-activity of classroom management strategies that affect the quality of secondary school learners Under the Office of Secondary Education Service Area in the eastern region) Indicators (item-specific questions, but the development of educational institution management strategies that affect the quality of secondary school learners Under the Office of Secondary Education Service Area in the eastern region) as a guideline for development by meeting to clarify guidelines for developing educational institutions in the form of a committee consistent with research Research results of Sanit Cheychum (2000) on management approaches for excellence. of private educational institutions, which found that the administration for excellence Structural management is at the very first level of the component and in the sub-component. As for the results of the study on the problems of transition management towards excellence in basic education institutions, consistent with the research report on the condition and problems of the administration and management of basic education of educational institutions in Thailand (Theera Runcharoen, 2002) found that the administration and management of education had problems with budget and building obstacles, namely, the budget received was insufficient. to operate as planned and educational institutions are unable to provide additional budgets beyond the current budget and income and research results of Ratwadee Channamsai (2009) on factors affecting resistance to changes in the organization of private companies in Bangkok found that when the organization changes in technology And the management's operational goals will directly and openly influence anti-change behavior.

VI. DISCUSS THE RESULTS OF THE RESEARCH

From the research findings on the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, there are issues that are discussed as follows:

1. Development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region. The quality of secondary school learners has 5 strategies and 18 activities because the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region plays an important role in stimulating the quality of secondary school learners. The learning of the learners helps create a good atmosphere for learning. as well as enhancing desirable characteristics
in terms of knowledge, skills and good attitudes during learning in accordance with research [5]. Regarding the development of a decentralized education management model in basic education institutions in accordance with the guidelines of the National Education Act B.E. Basic education consists of participation strategies, task assignment strategies, personnel development strategies. Strategies for Supervision and Follow-up Technology strategy resource mobilization strategy coordination strategy Integration Strategy and management strategies that focus on quality throughout the organization.

2. Results of the assessment of the appropriateness of the development of educational institution management strategies that affect the quality of secondary school learners. Under the Office of Secondary Education Service Areas in the Eastern Region, the results showed that the development of educational institution management strategies that affect the quality of secondary school students is most appropriate overall. This is because of the study of documents and related research, interviews with multi-case study experts, schools that have received the prestigious Obec Awards for Class Management and Management at the national level. Academic Year 2020 Expert Group Meeting. This is the development of a strategy that creates a process of improvement and ensures that Strategies that can be applied in classroom management can affect the quality of learners. In line with the concept of Barthol[2], the change of educational institutions is a change in the organizational structure or design of a new job, there is an adjustment of the work process by using technology and people development in terms of attitudes, expectations. Perceived and operational behavior by creating a common meaning of the organization as an organizational culture.

3. The results of the development of a manual for the use of the educational management strategy model that affects the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region. The management of educational institutions affecting the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region had overall appropriateness at a very good level. This is because the manual has been reviewed by a panel of experts, and assess the suitability of use by 9 experts and then be revised, which can be used as a guideline for school management that affects the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region, which affects the quality of learners effectively and consistent with research [6], a manual on the use of school risk management indicators to expand educational opportunities. Under the Office of the Basic Education Commission in the Northeast, the average level of suitability was at a high level. The indicator manual was audited by an expert committee. And assess the suitability of use by 7 experts and then bring it to improve and can be used as a guideline for assessing the risk management of educational institutions.

Conclusion

The researcher has summarized the research results into a body of knowledge. From the study of the development of educational institution management strategies that affect the quality of secondary school learners under the Secondary Education Service Area Office in the east and in the situation of the Covid-19 epidemic, there are various forms of education management review. However, it is important to manage the schools that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region is that effective and effective classroom management must be implemented according to strategies. 1. Developing of
educational institution management strategies in setting up an environment conducive to learning
2. Developing of educational institution management strategies to promote proactive learning
3. Developing a model Educational institution management strategy for enhancing leadership for teachers
4. Developing an educational institution management strategy for participation in classroom management
5. Developing an educational institution management strategy suitable for use

Feedback
From research results, the researcher has the following Suggestions as follows:
1. Recommendations from research
   1.1 Educational institutions and related agencies can adopt the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region to use in strategic planning, action plans that are consistent with the context of the school, the development of a change management model for excellence in basic education institutions of the state.
2. Suggestions for the next research
   2.1 The next research should focus the condition of management of transformation towards excellence in educational research establishments and the development of educational institution management strategies that affect the quality of secondary school learners under the Office of Secondary Education Service Areas in the Eastern Region.

REFERENCES

