



งานวิจัย
การประเมินการจัดการศึกษาโรงเรียนขนาดเล็ก
ในเขตพื้นที่การศึกษาประถมศึกษาพิจิตร

10 August 2018

Dear Parama Kaewphueng

Thank you for submitting a paper for presentation in this coming 11th *International Conference on Educational Research (ICER) 2018: Challenging Education for Future Change* which will be held on 8 - 9 September 2018 at Khon Kaen University. The undersigned is pleased to inform you that your abstract entitled

"The Evaluation of Educational Management in Small-Size School under the Office of Phetchabun Primary Educational Service Area" has been reviewed and accepted for oral presentation.

You will have 15 minutes for presentation and 5 minutes for audience discussion and questions. Electronic devices such as a computer, projector, overhead projector will be provided in the presentation room and, if necessary, someone to help you with the technology. We, then, suggest you to bring your presentation in USB flash drive or in CD-Rom.

You may submit the full paper before 25 August 2018. Please note that abstract and full paper will appear in the conference proceedings. In the conference handbook, only abstract will be published. The conference handbook will be available and distributed at the conference.

Payment of registration fee must be made no later than 31 August 2018, otherwise your paper will be removed from the conference program. Conference and presentation schedule will be announced via conference website.

We look forward to welcoming you in Khon Kaen in September.

Yours sincerely,

(Associate Professor Maitree Inprasitha, Ph.D.)
Conference Secretariat
ICER 2018



50th ANNIVERSARY
FACULTY OF EDUCATION | KKU



APEC-ICER.

2018

13th APEC-KHON KAEN INTERNATIONAL SYMPOSIUM

"BRIDGE 12 YEARS OF APEC LESSON STUDY TO INSIDE HIGH QUALITY CURRICULUM FOR DIGITAL ECONOMIES"

11th INTERNATIONAL CONFERENCE ON EDUCATIONAL RESEARCH

"INNOVATIONS FOR CAPACITY BUILDING AND NETWORKING"

SEPTEMBER 8-11, 2018

**FACULTY OF EDUCATION
KHON KAEN UNIVERSITY | THAILAND**

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APEC-ICER.

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Rationale and Topical Areas

Rationale

People everywhere inescapably face the challenges of our rapidly globalizing world. Our ways of life, world views, even our most cherished academic paradigms, are being challenged. The need and opportunity for our education systems is clear: we must rise to this historical occasion, not only to adapt to but to play a central role in the transition toward a sustainable future based on transdisciplinary innovation.

These innovation themes cut across the conference's eleven topical areas. Thus, in addition to the sharing of the latest advances in education research and practice in each area, the conference's goal is to facilitate new thinking via each theme separately and in combination. We expect this transdisciplinary exchange of knowledge will result in the emergence of new strands of thought linking all topical areas, and encouraging development of new, more synergistic modes of education research and practice.

Topical Areas:

- Teacher Education and Professional Development
- Curriculum and Instruction, Learning in Classroom Context
- Education Measurement and Evaluation
- Languages, Cultures and Social Contexts
- Educational Management: Planning, Policy Implementation and Assessment
- Mathematics and Science Education
- Educational Psychology and Special Education
- Technology and Innovation
- Education for Sustainable Development
- Physical Education
- Art Education and Art Exhibition

Message from the Host: Faculty of Education, Khon Kaen University

Dear Colleagues,

On behalf of Khon Kaen University, the host of the International Conference on Educational Research (ICER) 2018, I take great pride in welcoming you to *Isaan*, a land rich in history, culture and traditions.



This is the 11th Annual Conference which coincides with the 50th Anniversary Celebration of the founding of Faculty of Education, KKU. This year the ICER conference's theme is *innovations for capacity building and networking*.

The goals of the conference are to give international educators the opportunity to share ideas and form networks while working together toward achieving the aim of the conference' theme. It is anticipated that the exchange of ideas and research findings will contribute greatly to future generations.

During the ICER 2018 event, the APEC-Khon Kaen International Symposium 2018 with its theme "*Bridge 12 years of APEC Lesson Study to InMside High Quality Curriculum for Digital Economies*" is also held at KKU starting from September 8 to September 11, 2018. The meeting is aimed at discussing the lesson learned from 12 years of implementing lesson study and way forward to inclusive mathematics for sustainability in digital economy. Nonetheless, the two events will share the plenary sessions during the first two days of APEC symposium. This is providing a great opportunity to extend the network of educators and researchers in order to learn and share about the future education.

In closing, I would like to express my gratitude to our co-host institutions, the guest speakers and the organizing committees for their efforts. I also would like to thank all delegations and participants who come from afar to join this event.

Associate Professor Maitree Inprasitha, Ph.D.
Dean, Faculty of Education
Director, Institute for Research and Development in Teaching Profession for ASEAN
Director, Center for Research in Mathematics Education
Khon Kaen University
Thailand

Message from Co-host



The Faculty of Education and Human Development is young faculty that aspires to contribute in meaningful ways to education development in the Asia Pacific Region. It is an integral part of The Education University of Hong Kong - a multidisciplinary education focussed institution with a strong research emphasis. The University has a growing international reputation for excellence in preparing globally aware professional educators, providing culturally enriched educational experiences, and producing research of distinction. Central to the University's values is a commitment to developing international and regional networks that will facilitate the integration of intercultural and global dimensions into its teaching, learning, and research.

At EdUHK we particularly value collaborative research with international partners. We seek to understand better the contexts that influence people in the Asia Pacific region and to identify ways of improving social outcomes for all. We see international partnerships as important opportunities for enhancing the impact of our research.

EdUHK is proud to join with Khon Kaen University to co-host the 2018 International Conference on Educational Research.

Professor Allan Walker
Joseph Lau Chair Professor of International Educational Leadership
Dean, Faculty of Education and Human Development
The Education University of Hong Kong
HONG KONG SAR
People's Republic of China

Message from Co-host

It is an honor for the College of Education of Mindanao State University-Iligan Institute of Technology MSU-IIT) to continually co-host the International Conference on Educational Research (ICER) in partnership with the Faculty of Education, Khon Kaen University, Thailand. This eleventh annual conference on September 8-9, 2018 with the theme: “Innovations for Capacity Building and Networking” is a very significant occasion to bring to the fore the achievements in the various academic disciplines, share best teaching-learning practices across the globe and increase collaborative linkages of educational institutions through more creative ways.



In our current situation, there are new discoveries that contribute to the evolution of knowledge. This propels innovative ways of doing things. The changes that are happening can best be understood when disseminated in an appropriate assembly such as the ICER. It is a venue where educators and researchers can engage in a dynamic exchange of ideas and experiences in the fields. New learning from this gathering can further promote excellent educational practice.

I wish all the delegates a meaningful encounter of new friends and associates among the participating universities and learning institutions. May they forge stronger collaboration in many areas of academic endeavors so that they can deliver the best and effective services that are responsive to the needs of the learners.

Once again, let me congratulate the Faculty of Education of Khon Kaen University for the commitment to the goals of the ICER. To the organizers and resource persons, thank you for sharing your expertise. To the participants, may the ICER 2018 spark greater enthusiasm for productivity, progress and sustainable life for everyone.

Associate Professor Josefina M. Tabudlong, Ph.D.
Dean, College of Education
Mindanao State University-Iligan Institute of Technology
Mindanao, Philippines

Message from Co-host



Welcome to the International Conference on Educational Research (ICER) 2018: Innovation for Capacity Building and Networking which will be held during September 8 – 11, 2018 in Faculty of Education Khon Kaen University.

The 11th annual conference alongside with the 50th anniversary of the establishment of the establishment of Faculty of Education Khon Kaen University has specific aims to give international educators the opportunity to share ideas and form networks while working together on challenging education for future change. This is in line with the main goal of education in as the fundamental human right. Moreover, hopefully through this conference stable networks between educators, universities, and stakeholders will be formed. In return, it can also ensure the implementation of sustainable education in each country now and after.

However, as a co host of the International Conference on Educational Research (ICER) 2018, the success of this conference depends ultimately to all of us who have supported our members of university to join the conference. Especially, we deliver our greatest appreciation for Khon Khaen University in organizing the technical program; the Program Committee for their thorough and timely reviewing of the papers, and all committee who have helped us to for all participants. Furthermore, recognition should also go to the Local Organizing Committee members who have all worked extremely hard for the details of important aspects of the conference programs and seminar. Truly, thank you to the partners who jointly organize this great and extraordinary event.

Last but not least, thank you to all participants of ICER 2018 who have shared idea and insight also with the good cooperation for supporting the education quality. I firmly believe by this conference, we can create foundation of life through education and take part in realizing sustainable development goals (SDGs) especially for quality education. Thus, we expect to get technical insight and tremendous opportunities for formal and informal networking which will be useful for every aspect of life.

Sujarwanto
Dean, Education Faculty
Universitas Negeri Surabaya
Indonesia

Message from Co-host



The Central University of Technology (CUT) is extremely proud to be associated with Khon Kaen University, not only as a MoU partner, but also by participating in co-hosting the *International Conference on Educational Research (ICER) 2018: Innovations for Capacity Building and Networking*. CUT also congratulates Khon Kaen University on the institution's 50th anniversary celebration- indeed a mammoth milestone achieved through a life long commitment to quality teacher education and

becoming a leading, international faculty of education.

As a global south partner to ICER 2018, CUT pledges its support in solidifying its current engagements with Khon Kaen University and forging vibrant relations and collaborative interactions with the other partners partaking in ICER 2018. CUT further commends Professor Maitree Inprasitha and the local ICER Organising Committee members for their leadership demonstrated in coordinating activities, confined to the successful operationalisation of this milestone event.

I'm hopeful that the ICER 2018 gathering will be blessed with fruitful engagements which could provide a platform for research collaboration, international partnerships and networking opportunities amongst participants. CUT is indeed geared in learning good practices from partner institutions across the Asian context.

Professor Nosisi Nellie Feza
Dean, Faculty of Humanities,
Central University of Technology,
South Africa

Message from Co-host



I would like to sincerely congratulate Khon Kaen University for organizing ICER 2018. Especially, it is a great pleasure for KNUE to co-host ICER this year.

I myself have had many chances of visiting Khon Kaen APEC for Lesson Study Group and have participated in ICER since its early years. Every time I visit Khon Kaen, I am highly impressed with academic enthusiasm of the College of Education, Khon Kaen University under the leadership of Associate Professor Maitree Inprasitha. Moreover, I have been certainly able to find their advancement of academic capabilities in ICER.

Through continuous collaborative activities in ICER, KNUE and Khon Kaen University are expected to establish more close relationships. I am looking forward to more exchanges of students and faculty members between KNUE and Khon Kaen University.

I would like to appreciate your kind invitation to KNUE as a co-host of ICER 2018. KNUE will do its role so as to contribute to development of ICER.

Once again, I congratulate all of you for opening ICER 2018 successfully.

Professor Lew Hee-chan
President, Korea National University of Education
South Korea

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The Evaluation of Educational Management in Small-Size School under the Office of Phetchabun Primary Educational Service Area

Parama Kaewphuang¹ (parama1007@gmail.com)

Abstract

The research aim to evaluate an educational management in small-size school under the office of Phetchabun primary educational service area. The CIPP model was used to evaluate the contexts, inputs, processes and products. The sampling groups were 2,100 peoples from 175 schools in 3 educational service areas of the office of Phetchabun primary educational service area including school administrators, teachers, parents, school boards and students. The instrument used to collect data was Likert's type rating 1-5 scale questionnaires with the reliability coefficient of 0.79. Statistics used were percentage, mean and standard deviation. The results of research were as follows: The quality of educational management on the contexts, inputs, processes and products, in overall at the "moderate level" ($\bar{x} = 3.16$). When each aspect was considered, it was found that: 1. The quality on the contexts was at the "moderate level" ($\bar{x} = 2.52$) consist of location ($\bar{x} = 2.90$), the state of cooperation ($\bar{x} = 2.43$), and the knowledge sources in communities ($\bar{x} = 2.23$). 2. The quality on the inputs was at the "moderate level" ($\bar{x} = 3.47$) consist of teachers ($\bar{x} = 3.44$), school administrators ($\bar{x} = 3.62$), buildings ($\bar{x} = 3.48$), curriculum ($\bar{x} = 3.81$), materials ($\bar{x} = 2.90$), and budget ($\bar{x} = 3.56$). 3. The quality on the processes was at the "high level" ($\bar{x} = 3.53$) consist of learning process ($\bar{x} = 3.39$), learning atmosphere ($\bar{x} = 3.66$), and school-based management ($\bar{x} = 3.53$). 4. The quality on the products was at the "moderate level" ($\bar{x} = 3.12$) consist of the characteristics of learners ($\bar{x} = 3.18$), the school acknowledge by community ($\bar{x} = 3.51$), and the school as models of community ($\bar{x} = 2.67$).

Keywords: Educational management, Small-size school, Evaluation

Introduction

A small size school or a school with a student less than 120 is a long-standing challenge for Thai education and counting more and more when the birth rate down. The most of small size schools are scattered in the countryside, resulting in the existence and maintenance of community-based support, as well as support for parents whose unwilling or no have budgets for their children to study in the schools that far from home. Although, it is a major educational of rural families, small size schools are often the target of the collapse to reduce the number because it requires high resources to develop quality, and when it is not supported as necessary, the quality of education is not standardized. In the 2007 academic year, 13,184 small size schools provided education to approximately 909,800 students. The external quality assessment of the Office of Standards and Quality Assessment in the first round, 66.67% of the small size schools were in the poor or should improve level. (Office of the Basic Education Commission, 2008: Preface)

Incidentally, small size schools have major problems; 1) The small size school students are relatively poor in quality compared to other size schools. This may be because small size schools lack the availability of factors such as lack of classroom teachers, media, teaching materials and equipment, especially the expensive media and technology because most budget allocation criteria use the number of students as a basis for allocation. 2) The most small size schools lack of management efficiency. There is a high investment compared to larger schools, such as teacher ratio: students who meet 1: 25 standards, but for small size

¹Lecturer, Faculty of Education, Phetchabun Rajabhat University, Thailand

schools the ratio is 1: 8-11 (Ministry of Education, 2008: 11).

However, the Office of Phetchabun Primary Education Office, there are 318 small size schools. Based on data and external evaluation results of the Office of Standards and Quality Assessment reflected that small size schools under the Office of the Basic Education Commission have not been as successful. Then, the researcher is interested in evaluating the educational management of small size schools under the Office of Phetchabun Primary Education Office. The results of this evaluation will help us understand the results of educational management in terms of educational quality and to receive information for the development of the highest quality students, in accordance with the education reform in the second decade and National Education Act.

Procedure

1. Population and samples

1.1 The population was school administrators, teachers, parents, school boards and students from small size schools in 3 educational service areas of the office of Phetchabun primary educational service area in academic year 2017.

1.2 The samplings' sizes were determined by the applying the table of Krejcie and Morgan and then 175 schools were chosen to be the samplings by simple random sampling. The schools were divided into 3 groups according to the regions of the office of Phetchabun primary educational service area in academic year 2017 that they belonged to. Then 175 random samplings were chosen simply according to their proportions: 52 schools from the Region One, 60 schools from the Region Two, and 63 schools from the Region Three. The samplings from each school that was chosen consisted of one school administrators, two teachers, three parents, three school boards and three students. In total, the data were collected from 2,100 samplings.

2. Research instruments

2.1 Research Instruments

The instruments used in this research were a rating scale questionnaire about the quality of educational management on contexts, input, process, and product. The questionnaire was constructed according to Likert's which included 3 parts as follows:

Part 1: The status of the respondents

Part 2: The quality level of educational management on contexts, input, process, and product

Part 3: Open ended form for opinions and additional suggestions of the respondents

2.2 Methods and instrument construction

2.2.1 Studying the curriculum documents and related literatures on the evaluating of educational management especially those have been evaluated according to CIPP Model. This step has been done in order to be a guideline to construct the questionnaire and study the characteristics of Likert's rating scale tool.

2.2.2 Constructing the questionnaire covering 4 aspects according to Stufflebeam's CIPP Model, namely context, input, process, and product. The information has been gathered from the related documents and literatures. The criteria for evaluating the questionnaire have been divided into 5 levels as follows:

5 – Extremely level

4 – Highly level

3 – Moderately level

2 – Slightly level

1 – Not at all level

2.2.3 Proposing the designed questionnaire to 3 experts for examining and considering its validity on its structure, language clarity. The index of item-objective congruence has been considered to its value. The questions which were selected were those whose IOC values were from 0.67 to 1.00. In addition, the questionnaire was improved and edited according to the suggestions of the experts.

2.2.4 Testing the improved questionnaire with 30 administrators, teachers, parents, school boards and students, who were not in the samplings.

2.2.5 Analyzing the quality of each item of the testing results to find the item discrimination value by using product-moment correlation coefficient of each item and item total correlation. The items whose correlation was from 0.25 and above were chosen. Then the reliability of the questionnaire was analyzed by finding the alpha coefficient (α - Coefficient) value according to Cronbach's method. The item discrimination of the questionnaire ranged between 0.32-0.83 and the overall reliability was 0.79.

2.2.6 Printing the complete questionnaire and using it to gather data.

3. Data Collection

The researcher collected data according to these following steps:

3.1 Coordinating with the school administrators and asking them to give a permission to collect data.

3.2 Collecting data by sending the questionnaire and receiving the responded questionnaire by post. In case that any school didn't reply, the researcher went to the school to collect the data again and when the data were completely collected according to the number of the groups specified.

4. Scrutinizing data and analysis of data

4.1 Selecting the completed questionnaire for data analysis and data synthesis.

4.2 Finding the percentage, mean, and standard deviation of the questionnaire by finding the mean of overall questionnaire, that of each aspect, and that of each item and comparing the mean with the criteria as follows:

4.51 – 5.00 – Extremely level

3.51 – 4.50 – Highly level

2.51 – 3.50 – Moderately level

1.51 – 2.50 – Slightly level

1.00 – 1.50 – Not at all level

4.3 Analyzing part 3 data with content analysis by grouping, evaluating, summarizing data.

5. Statistics used in data analysis

In this research, the researcher used the following statistics to analyze data:

5.1 The statistics used to analyze the quality of the instrument were the validity of the questionnaire by using the index of item-objective congruence (IOC) and the reliability of the questionnaire was found by Cronbach's alpha coefficient.

5.2 The statistics used to analyze data were percentage, mean, and standard deviation.

Analysis

Data analysis and data interpretation were presented in the forms of table and explanation.

1. The results of evaluating the educational management of small size school on all of the aspects were presented in Table 1.

Table 1 The results of evaluating the educational management of small size school on all of the aspects

Evaluated items	$\bar{x}$	S.D.	Interpretation
1. Context	2.52	0.53	moderate level
2. Input	3.47	0.41	moderate level
3. Process	3.53	0.55	high level
4. Product	3.12	0.39	moderate level
Total	3.16	0.42	moderate level

Table 1 represents the results of evaluating the educational management of small size school on all of the aspects. It was found that the quality level of the schools was moderate. The mean in total was 3.16. When each aspect was compared, the mean of process aspect was the highest, 3.53, and the mean of input aspect, product aspect, and context aspect were 3.47, 3.12, and 2.52, respectively.

2. Each aspect of the results of evaluating the educational management of small size school was distinguished and presented in Table 2-5.

Table 2 The results of evaluating the educational management of small size school on the context aspect

Evaluated items	$\bar{x}$	S.D.	Interpretation
1. School location	2.90	0.61	Moderately level
2. Cooperation	2.43	0.58	Slightly level
3. Learning resources in community	2.23	0.52	Slightly level
Total	2.52	0.53	Moderately level

Table 2 shows the results of evaluating the educational management of small size school on the context aspect. It was found that the quality level of the schools was moderate. The mean in total was 2.52. When each item was compared, the mean of the school location item was the highest, 2.90, and the mean of cooperation and learning resources in community were 2.43 and 2.23, respectively.

Table 3 The results of evaluating the educational management of small size school on the input aspect

Evaluated items	$\bar{x}$	S.D.	Interpretation
1. Teachers	3.44	0.44	Moderately level
2. Administrators	3.62	0.48	Highly level
3. Buildings and facilities	3.48	0.50	Moderately level
4. Curriculum	3.81	0.56	Highly level
5. Media and instruments	2.90	0.61	Moderately level
6. Budget	3.56	0.56	Highly level
Total	3.47	0.41	Moderately level

Table 3 reveals the results of evaluating the educational management of small size school on the input aspect. It was found that the quality level of the schools was moderate. The mean in total was 3.47. When each item was compared, the mean of the curriculum item was the highest, 3.81, and the mean of administrators, budget, buildings and facilities, and teachers, were 3.62, 3.56, 3.48, and 3.44, respectively. The mean of the media and instruments item was the lowest, 2.90.

Table 4 The results of evaluating the educational management of small size school on the process aspect

Evaluated items	$\bar{x}$	S.D.	Interpretation
1. Learning experience provision	3.39	0.68	Moderately level
2. Classroom environment	3.66	0.54	Highly level
3. Administration	3.53	0.61	Highly level
Total	3.53	0.55	Highly level

Table 4 shows the results of evaluating the educational management of small size school on the process aspect. It was found that the quality level of the schools was high. The mean in total was 3.53. When each item was compared, the mean of the classroom environment was the highest, 3.66, and administration and learning experience provision, were 3.53 and 3.39, respectively.

Table 5 The results of evaluating the educational management of small size school on the product aspect

Evaluated items	$\bar{x}$	S.D.	Interpretation
1. Learner characteristics	3.18	0.36	Moderately level
2. School is recognized by the community.	3.51	0.32	Highly level
3. School being a model for community	2.67	0.58	Moderately level
Total	3.12	0.39	Moderately level

Table 5 represents the results of evaluating the educational management of small size school on the product. It was found that the quality level of the schools was moderate. The mean in total was 3.12. When each item was compared, it was found that the mean of School is recognized by the community was the highest, 3.51, and learner characteristics and school being a model for community was 3.18 and 2.67, respectively.

Finding

The quality of the educational management on the contexts, inputs, processes and products, in overall at the “moderate level” ($\bar{x} = 3.16$). When each aspect was considered, it was found that:

1. The quality on the contexts was at the “moderate level” ($\bar{x} = 2.52$) consist of location ($\bar{x} = 2.90$), the state of cooperation ($\bar{x} = 2.43$), and the knowledge sources in communities ($\bar{x} = 2.23$).

2. The quality on the inputs was at the “moderate level” ($\bar{x} = 3.47$) consist of teachers ($\bar{x} = 3.44$), school administrators ($\bar{x} = 3.62$), buildings ($\bar{x} = 3.48$), curriculum ($\bar{x} = 3.81$), materials ($\bar{x} = 2.90$), and budget ($\bar{x} = 3.56$).

3. The quality on the processes was at the “high level” ($\bar{x} = 3.53$) consist of learning process ($\bar{x} = 3.39$), learning atmosphere ($\bar{x} = 3.66$), and school-based management ($\bar{x} = 3.53$).

4. The quality on the products was at the “moderate level” ($\bar{x} = 3.12$) consist of the characteristics of learners ($\bar{x} = 3.18$), the school acknowledge by community ($\bar{x} = 3.51$), and the school as models of community ($\bar{x} = 2.67$).

Recommendation

1. The results of the evaluation of the quality of the educational management of the small size schools under the Office of Phetchabun Primary Education Office revealed that the overall situation was at a moderate level. Therefore, the schools under the Office of the Basic Education Commission should improve the input factors such as teachers, school administrator, building, materials and budgets to be more readily available.

2. Research should be conducted to evaluate the quality of the educational management by other research methods such as participatory research.

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CERTIFICATION

This is to verify that

Parama Kaewphuang

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M. Inprasitha

Assoc. Prof. Maitree Inprasitha, Ph.D.

Project Overseer, 13th APEC-Khon Kaen International Symposium
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