



Strategies of School Management Towards the Royal Reward School: A Case Study

¹Theerapong Sangsit, ²Oratai Santimataneedol, ³Poophapoom Moree, ⁴Honda Khemma

¹Head Teachers of Nhongnakhamwittayakom School, KhonKaen, Thailand

²Principal of Mataneedol School, KhonKaen, Thailand,

³Teacher of Bannongpueradprasit School, KhonKaen, Thailand

⁴Teacher of Prapassornwittaya School, KhonKaen, Thailand

Abstract—The purpose of this research was to study the strategies and factors of success of school administrators to Royal Reward School in Kham Kaen Nakorn School, Secondary Education Service Area 25 This research is a case study based on qualitative study methods. The target group is the administrators, teachers, and the school board 30 people of Kham Kaen Nakorn School by purposive sampling. By studying documents In-depth interviews, observations, and group discussions were analyzed by qualitative data interpretation. Synthesis is a strategy and factor of success of school administration to the Royal Reward School. Then discuss the group to analyze content consistency. The results of the research found that. The school administration strategy to the school awards convention consists of three aspects: 1) the development of the students found that the development of the quality of students to be good people, good and constantly desirable attributes. 2) Teachers' development has been focused on making all teachers professional teachers, good teachers, good teachers, and spirit and performance in accordance with professional standards. 3) Management is based on participatory principles. Organization Focus on unity and network partners in all sectors. The success factors of school administration to the Royal Trophy School consisted of 8 factors: 1) Leadership found that leaders had a far-sighted vision. 2) The control system has been monitored, monitored and monitored continuously. 3) Atmosphere has been found to have an environment conducive to management and learning. Have a sibling working culture Have unity 5) Motivation has been found to have both internal motivation and external motivation. 6) Interaction has been found to be a positive relationship between teacher and student leaders. 7) Team found that staffing was selected work 8) Network has found that there are network partners in all sectors and good public relations.

Keywords: Strategy, School Management, Royal Reward School

I. INTRODUCTION

Educational Administration The basic education aims to achieve the goals of the school. The goal is to achieve the goals set by the curriculum, to have the desired qualities as a good, good and happy person. (Office of Educational Reform, 2002). Quality schools will have a form of

educational management process to strive for excellence in a systematic manner, the ability to analyze, control, monitor, monitor and evaluate operations clearly (Sompop Noppakun, 1998). Strategic planning is important. This is a systematic thinking process for future mission and direction. In order to achieve the objectives of effective designation (Heuser, 2010) for the administration of schools to the Royal Trophy School the Office of the Basic Education Commission (2010) has set the qualifications of the Royal Trophy School. They can provide standardized and quality education according to the national education plan. The researcher studied the strategy and success factors of the administration of the educational institution to the Royal Trophy School. To be a guideline in fulfilling the policy of country management aimed at developing human resources for quality, and in line with the reform of Thai education.

II. RESEARCH QUESTIONS

1. How is the strategy of school administration to the Royal Reward School of Kham Kaen Nakorn School, Secondary Education Service Area 25?
2. What are the success factors of the administration of the school to Royal Reward School of Kham Kaen Nakorn School, Secondary Education Service Area 25?

III. RESEARCH OBJECTIVES

1. To study the strategy of school administration to the Royal Reward School of Kham Kaen Nakorn School, Secondary Education Service Area 25
2. To study the success factors of the administration of the school to Royal Reward School of Kham Kaen Nakorn School, Secondary Education Service Area 25

IV. SCOPE OF STUDY

Area of research.

Area is Kham Kaen Nakorn School in Secondary Education Service Area 25.

Target research.

Target is School administrators, teachers and school board 30 people of Kham Kaen Nakorn School by purposive sampling.

Boundary in the content.

The independent variables are 1) administrative strategies 3 aspects such as teachers and students' development, and management 2) factor of the success of the school management to the Royal Reward School, 8 factors; leadership, control system, atmosphere, culture, motivation, interaction, team, and network.

The dependent variable was the school administration to the Royal Reward School.

V. EXPECTED OUTCOMES

This research project expects to have following outcomes;

1. To know strategy and success factors of the administration of the educational institution to the Royal Reward School.
2. To be the guideline in fulfilling the policy of country management aimed at developing human resources for quality, and in line with the reform of Thai education.

VI. RESEARCH METHODOLOGY

1. Study the concept of studying texts, textbooks and research to framework.
2. Set criteria for school selection and set up research tools.
3. Field trip to learn case study from educational institution with school administration to the Royal Reward School, one school is Kham Kaen Nakorn School. By studying the document, In-depth interview, focus group discussion, and observation.
4. The researcher analyzes the contents according to the phenomena.
5. Determine the factors affecting the success of school administration to the Royal Reward School, by the researcher to synthesize the content from the information.
6. Bring analysis and synthesis of strategies, including the success factors of school administration to the Royal Reward School, focus group discussion by selecting specific samples from experts and experts.

VII. RESEARCH FINDINGS

1. The school administration strategy to the Royal Reward School, consisted 3 aspects: 1) the development of the students, the development of the quality of the students to be good people, good and with continued attributes to make every teacher a professional teacher. 3) Management found that the principles of engaging the whole organization. And network partners in all sectors.
2. The success factors of school administration to the Royal Reward School, consisted 8 factors: 1) leadership

- 2) control system 3) atmosphere 4) culture 5) motivation 6) interaction 7) team and 8) network

VIII. RESEARCH DISCUSSION

1. The school administration strategy to the Royal Reward School, consisted 3 aspects: 1) The development of students has been found to develop the quality of students to be good people, good and continuous attributes. 2) Teachers' development has been focused on making all teachers professional teachers, good teachers, good teachers, and spirit and performance in accordance with professional standards. 3) Management is based on participatory principles of organization focus on unity and network partners in all sectors, in line with the ideas of Johnson (2004) and Phachapong Trimthao (2012).
2. The factors of success of school administration to the Royal Award School, consisted 8 factors: 1) Leadership found that leaders had a far-sighted vision. 2) The control system has been monitored, monitored and monitored continuously. 3) Atmosphere has been found to have an environment conducive to management and learning. Have a sibling working culture Have unity 5) Motivation has been found to have both internal motivation and external motivation. 6) Interaction has been found to be a positive relationship between teacher and student leaders. 7) Team found that staffing was selected work 8) Network has found that there are network partners in all sectors, in line with the ideas of Hoy & Miskel (2011); Yukl (2002) and Suwat Wiwatanon (2006), and good public relations in line with Hubbard & Beamish (2011)

IX. BIBLIOGRAPHY

- [1] Heuser, B. (2010). *The Evolution of Strategy: Thinking War, from Antiquity to the Present* (Cambridge University Press).
- [2] Hoy, W.K. & Miskel, C.G. (2011). **Educational Administration: Theory, Research and Practice**. 9thed. New York: McGraw-Hill.
- [3] Hubbard, G. & Beamish, P. (2011). **Strategic Management: thinking, analysis, action**. 4thed. Australia: Pearson Australia.
- [4] Johnson, J.A. (2004). **Strategic Planning in the Millard Public Schools 1989–2003**. University of Nebraska.
- [5] Office of Educational Reform. (2002). **Educational reform: a confident step**. Bangkok: Religion.
- [6] Office of the Basic Education Commission. (2010). **Student Assessment Guide for Royal Trophy Elementary and secondary**. Bangkok: Teachers Council Lardprao.
- [7] Pacharapong Trimtha. (2555). *Strategic Management of Secondary School: A Case Study of a School in Bangkok Metropolis*. **Educational administration, Burapha University, 6** (1), 100-116.

- [8] Somchai Noppakun. (1998). Management for excellence. **Executive news** (July - September), 17-22. **Secondary Schools State of Bangkok**. Thesis on Doctor of Ph.D. Educational Administration College Wong Chawalitkul University.
- [9] Suwatiwat Wattananon. (2006). **Multivariate Factors Affecting the Effectiveness of**
- [10] Yukl, G. (2002). **Leadership in Organizations**. 4thed. New Jersey: Prentice–Hall, Inc.

