

Expectations and Problems of the Education Management Model

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Abstract

The purposes of this research were to study the expectations and problems toward educational management models of the schools under the Nakhon Ratchasima Municipality. The 364 samples consisted of 4 school boards, 8 administrators, 90 teachers, and 262 parents. The research instruments were questionnaires and group discussion techniques. Quantitative data were analyzed utilizing frequency, percentage, mean, and standard deviation. Qualitative data were synthesized in the content. The study indicated that the overall average of expectations of the schools being classified into 3 categories was at a high level. Schools should communicate with parents and students to understand the true purpose of the school classification. Students will be developed according to the potential of each age range and will be satisfied because the school can create an environment suitable for their ages. However, the problems were also at a high level. The most obvious problem that may occur is in the case of parents with children studying at more than one level who may encounter transportation problems between home and school. There are traffic jams in Nakhon Ratchasima Municipality during the time of picking up and delivering students. The research results should be presented to community forums to hear more opinions. There should be incentives for parents to participate in educational management. Schools should strengthen the Parent Teacher Association. There should be collaboration between school administrators under the Nakhon Ratchasima Municipality to increase the quality of educational management by having some similar standards.

Introduction

Education in Thailand is organized by the Ministry of Education. For compulsory education in Thailand, Thai citizens are required to graduate at least at the lower secondary school level (Office of the Council of State, 2002) and must be admitted at the latest by the

age of 7 (Ministry of Education, 2002). Compulsory education is a part of basic education which is divided into primary level of 6 years and secondary education of 6 years. Basic education also includes early childhood education (Ministry of Education, 2019). The average IQ of first-year primary school Thai students was 98.2 when analyzed by province.

Considering the national IQ distribution according to Wechsler's IQ classification, it was found that 31.8% of students have a lower IQ than normal ($IQ < 90$), and 5.8% of students have intellectual disabilities ($IQ < 70$). On the other hand, it was found that the percentage of students with a very superior IQ level ($IQ \geq 130$) was as high as 7.9% (Sookatup, Benjapolpitak, Chaninyuthwong, & Chutha, 2018). Based on the findings of analysis which were made by using a random effects model, there was no publication bias in the obtained data and it was confirmed that school culture had a statistically significant effect on students' academic achievement (Bektas, Çogaltay, Karadag, & Ay, 2015). The students' ability to receive education in an appropriate department, in line with their abilities and expectations, the quality of the academicians, the organizational structure and the culture of the educational institutions can be considered as important critical premises (Koçyiğit, 2015; Smith, 2014). The commitment dimension of the organizational culture positively predicted students' academic achievement (Ozsoy, & Uslu, 2019). The National Education Act B.E. 2542 (Office of the National Education Commission, 1999) stipulates that local government organizations have the right to provide education, at any level or at all levels, according to the readiness, suitability, and needs of the locality. The Ministry is responsible for coordinating and supporting local administrative organizations to be able to provide education by educational policies and standards including proposing budget allocations for subsidizing the educational management of the local government organization. Nakhon Ratchasima Municipality has an education policy aimed at improving the quality of educational management in all 5 municipal schools. The research team was therefore interested in studying the expectations and problems of educational management models if they are classified into 3 types, namely, 1) kindergarten 2) primary school and 3) secondary school. The research results will provide information for high-level agencies in planning more effectively the educational administration of the schools under the Nakhon Ratchasima Municipality.

A multilevel classroom brings together students and teachers while preparing better stages of

development in a learning environment where students can develop healthier social relationships and teachers can create effective syllabi and curriculum plans for students. Places where students are assigned to study at multiple levels and the one-to-one path of the student should be the criterion for placement (Blazar, 2016). Children with needs, strengths, abilities and knowledge are thriving in these classrooms (Hine, 2013) while better classroom management and organization exist when a teacher can teach two or more grades at the same time (EduSys, 2019). The world of the multilevel classroom, despite being an exciting, challenging and richly rewarding one for teachers, is by no means an easy environment, particularly for those entering it for the first time (Treko, 2013). The nature of multilevel classrooms has specific advantages for students (Roberts, 2019). Multilevel classrooms recognize that each student is in a different learning process and focuses on the student's development process. Schools that practice multilevel teaching often experience insufficient resources. In remote areas, the stubbornness of teachers, anomalies, poor planning, irresponsible attitudes, and participation in non-academic activities create and maintain low school profiles (EduSys, 2019). According to Bell (2012), when teachers try to offer different grade programming in multiple classrooms, students end up working more seats than they do in single-level classrooms. Teachers in multiple classrooms require a thorough understanding of classroom assessments (Saglain, 2015; Darling-Hammond, Cook-Harvey, Flook, Gardner, & Melnick, 2018). Multi-age classrooms require more time for teacher planning and career development than a normal classroom, and insufficient planning may affect the success of the program (Sarwari, 2018).

Today, there is additional support for multi-level teachers, including teacher editions and reproducing, which can be easily adjusted to multi-level teaching (Roberts, 2019). Adjustable missions can be changed to suit the learner's skill level and interest (Blessinger & Wankel, 2013). It is useful to have a teacher's edition that has a variety of extension activities for each lesson. These expansion activities can be a valuable resource for selecting specific tasks to assign to different level groups. Despite all these

factors, it is determined that there are not enough studies by academic institutions about the educational management model of municipalities. Intelligence quotient or student achievement involves many factors. The educational management of each agency takes many forms. There was a call for a change in the educational management model of Nakhon Ratchasima Municipality. If there is a change in the educational management model, it is necessary to study the expectations and problems that may arise. For this reason, this study aimed to examine the expectations and problems of the educational management model of Nakhon Ratchasima Municipality, which is a very comprehensive concept.

Objectives

The aims of this research were to study the expectations and problems toward educational management models of the schools under the Nakhon Ratchasima Municipality.

Methods

Research Respondents

Quantitative data respondents consisted of 4 out of 75 school boards, 8 out of 13 administrators, 90 out of 206 teachers, and 262 out of 5,032 parents, a total of 364 out of 5,048 people. The research sample was calculated by using the Taro Yamane (Yamane, 1973) formula with 95% confidence level and obtained by purposive sampling consisting of 133 from Municipal School 1 (Burapha Witthayakorn), 63 from Municipal School 2 (Wat Samo Rai), 65 from Municipal School 3 (Yomarat Samakkhee), 79 from Municipal School 4 (Poh Chum), and 24 from Municipal School 5 (Wat Pa Jit Samakkhi). Qualitative data respondents in the group discussion consisted of 5 administrators, 5 school board chairmen, 9 community presidents, and 9 parents. Qualified experts were obtained by purposive selection.

Measures

The tools used to gather data in this research were a questionnaire and focus group discussion techniques. The questionnaire was divided into 3 parts. Part 1 was General information of the respondents who

were asked about types of respondents, gender, age, education, career, and opinions. Part 2, the expectation questionnaire, had 17 items with a reliability of .95. Part 3, the problem questionnaire, had 16 items with a reliability of 0.87. All items were measured by a five-point Likert scale, in which 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree. For focus group discussion, the researchers used the findings from the analysis of the data in the questionnaire to determine the issues for the focus group discussion as follows: 1) Expectations regarding the educational management model of schools in Nakhon Ratchasima Municipality if classified into 3 types; kindergarten, primary school, and secondary school. 2) Problems that may occur if the schools under Nakhon Ratchasima Municipality are classified into 3 types; kindergarten, primary school, and secondary school.

Data collection

The researchers collected data from the questionnaire by writing a letter requesting cooperation with the sample. The coordinators of each school received and sent the questionnaires to the researchers. All of the 364 questionnaires (91.00%) were returned and filled out properly. The researchers conducted a focus group discussion by reporting the results from the analysis of the data in the questionnaire about expectations and problems if the schools under the Nakhon Ratchasima Municipality are classified into 3 types. The 28 qualified experts joined the group discussion on September 18, 2017, at the Learning Center Meeting Room, Municipal School 4.

Data analysis

The researchers analyzed the general information of respondents by calculating the frequency and percentage. The expectations and problems of the educational management model of the schools under the Nakhon Ratchasima Municipality were calculated to find the mean and standard deviation. Reliability was checked using the Cronbach Coefficient Alpha Method. The information from the focus group discussion was analyzed for content. Table 1 below provides an overview of the profile of the respondents.

Table 1: Profile of respondents (n=364)

Profile		n	%
1. Types of Respondents:	School Board	4	1.10
	Principals	8	2.20
	Teachers	90	24.73
	Parents	262	71.97
2. Gender:	Male	111	30.49
	Female	253	69.51
3. Age:	10-30 years	29	7.97
	31-60 years	326	89.56
	61-75 years	9	2.47
4. Education:	Primary	73	20.05
	Secondary	108	29.67
	Vocational Certificate	47	12.91
	Bachelor degree or higher	136	37.36
5. Career:	Official	120	32.97
	Employee	141	38.73
	Private business	103	28.30
6. Opinions:	Agree	261	71.70
	Disagree	67	18.41
	No Comment	36	9.89

From Table 1, the majority of the respondents were parents, females, aged between 31-60 years old, with a bachelor degree or higher, and employees. Most agreed with the classification of schools in Nakhon Ratchasima Municipality into 3 types: 1) kindergarten, 2) primary school, and 3) secondary school.

Results

Expectations of the educational management model if schools in Nakhon Ratchasima Municipality are classified into 3 types, namely, 1) kindergarten 2) primary school and 3) secondary school.

Table 2: Mean and standard deviation of expectation of the educational management model.

Items	\bar{X}	SD	Interpreting
1. The municipality will be able to specify policies for the development of each school type more clearly.	4.24	0.86	High
2. The municipality will be able to allocate buildings and facilities for each type of school.	4.13	0.88	High
3. The municipality will select teachers who are more in line with the needs of each school type.	4.18	0.89	High

Items	\bar{X}	SD	Interpreting
4. The municipality will be able to develop education effectively.	4.14	0.91	High
5. Schools under Nakhon Ratchasima Municipality will have more academic strength.	4.20	0.89	High
6. Each type of school has an environment for learners that is more conducive to learning.	4.18	0.91	High
7. The various libraries and laboratories will meet the needs of learners more.	4.13	0.97	High
8. Libraries and laboratories will become more specialized.	4.14	0.97	High
9. Teachers will organize teaching activities for the students in each school category.	4.23	0.88	High
10. Teachers will be developed to better match their specialization.	4.17	0.87	High
11. Teachers will have more time to develop professionally.	4.14	0.90	High
12. Students will be developed according to their potential.	4.20	0.91	High
13. Students will love and be more proud of their school type.	4.13	0.92	High
14. Parents will be closer to the school.	4.09	0.94	High
15. Parents will be more involved in school management.	4.09	0.98	High
16. Parents will be more involved in the decision-making process with the school.	4.08	0.96	High
17. Parents will be more involved in school project activities.	4.05	0.98	High
Average	4.15	0.76	High

From Table 2, expectations if the schools under Nakhon Ratchasima Municipality are classified into 3 types, the overall average was at a high level ($\bar{X}=4.15$, $SD=0.76$). When considering each item, it was found that every item was also at a high level. The highest mean was “The municipality will be able to specify policies for the development

of each school type more clearly ($\bar{X}=4.24$, $SD=0.86$).” The lowest mean was “Parents will be more involved in school project activities ($\bar{X}=4.05$, $SD=0.98$).” Problems that may arise if the schools in Nakhon Ratchasima Municipality are classified into 3 types, namely, 1) kindergarten, 2) primary school, and 3) secondary school.

Table 3: Mean and standard deviation of problems of the educational management model

Items	\bar{X}	SD	Interpreting
1. The municipality may face problems in internal restructuring.	3.82	1.03	High
2. The municipality may encounter budget allocation for each type of school.	3.76	0.98	High
3. The municipality may face the problem of recruiting teachers with qualifications that match their needs.	3.75	1.04	High
4. The municipality may have problems controlling and managing the school.	3.71	0.99	High
5. Different types of schools may have different academic strengths.	3.88	0.99	High
6. Schools may face investment problems in rearranging the environment.	3.79	1.00	High
7. Schools may face investment problems in building libraries and laboratories.	3.70	1.02	High
8. Libraries and laboratories may provide services that are not worth the investment.	3.62	1.07	High

Items	\bar{X}	SD	Interpreting
9. Teachers may experience problems with academic cooperation between different schools.	3.65	1.09	High
10. Teachers may experience problems developing specialized expertise.	3.63	1.10	High
11. Shifting teachers by school type may have more problems.	3.76	1.07	High
12. The development of students' potential may be discontinuous.	3.67	1.15	High
13. Students and parents may experience more difficulty travelling to school.	3.70	1.11	High
14. Teachers may experience more problems at school.	3.59	1.12	High
15. Parents may experience difficulty in making joint decisions with the school.	3.56	1.14	High
16. Parents may experience difficulty in attending school activities if they have children at different types of schools during the same period.	3.72	1.07	High
Average	3.70	0.82	High

From Table 3, problems if the schools under Nakhon Ratchasima Municipality are classified into 3 types, the overall average was at a high level (\bar{X} =3.70, SD=0.82). When considering each item, it was found that every item was also at a high level. The highest mean was “Different types of schools may have different academic strengths (\bar{X} =3.88, SD=0.99).” The lowest mean was “Parents may experience difficulty in making joint decisions with the school (\bar{X} =3.56, SD=1.14).” The issues discussed in the group discussion were the expectations and problems that may occur if the schools in Nakhon Ratchasima Municipality are classified into 3 types, namely, 1) kindergarten, 2) primary school, and 3) secondary school.

Expectation issues;

1. “... If there is separation, it will make communication between teachers and students more effective. Students of the same age will be easier to manage. Promoting development, according to age, will be more effective...”

2. “...Educational management in this model, Kalasin Municipality has done this successfully. Educational management in this model will have at least 4 affected groups, including political groups, people groups, student groups, teachers and educational personnel. The advantage of this model is that activities can be organized by the development of children at different ages. Single level teaching will make achieving objectives easier than multi-level teaching. The

educational management of the municipality has a long history. The resulting model should be consistent with the evolution of the community that grew up together.

3. “... New educational management will provide the most benefit to education...”

4. “... Each school has its own distinct characteristics; Municipal School 1 is outstanding in academic work, Municipal School 2 is outstanding in careers, Municipal School 3 is outstanding in the English Program, Municipal School 4 is outstanding in parallel schools, Municipal School 5 is outstanding in sufficiency economy, and Nakhon Ratchasima Municipality Sports School (70th Anniversary Commemoration) is specialized in sports.

5. “... The learners should be satisfied with a new model because the environment is suitable for their ages. Currently, some schools do not have a football field for older children so it may only be suitable for young children...”

6. “... Schools under the Nakhon Ratchasima Municipality were opened for upper secondary education in 2009. Teaching at many levels can continuously cultivate the desired traits. Students who graduate find work more easily. Siblings studying in the same school will reduce the burden of parents’ transfer...”

7. “... Schools should be divided into 2 levels, elementary and secondary.

8. “... Teachers will have more professional advancement. Students develop more capabilities. Parents

and schools will get closer.

9. "... The advantage of separation is that the school will organize teaching and learning activities by the learner's age, students will have higher learning achievement, teachers will have more expertise, and more aptitude..."

10. "... On the other hand, even if living in a remote rural area, parents can send their children to a school that they accept and believe in..."

11. "... The advantages of separating education levels into primary schools and high schools will fully support the development of children. Specific characteristics will appear. The administrator will not be affected by management.

12. "... People will trust teachers in the community. Communities will help each other to look after personnel very well..."

13. "... If siblings are studying together, it will be more convenient for parents to pickup and deliver them."

14. "... If siblings are at the same school, it will ensure the safety of the student..."

15. "... It would be good if they were not separated because brothers and sisters will take care of each other..."

16. "... Would be better if separated because they see their children's results as more important than an environment that is unsuitable for children, preventing further growth..."

17. "... Agree to be separated because of specific teacher development..."

Problematic issues;

1. "... In this bad economic situation, they should not be separated. Parents have different statuses. Sending siblings to study in the same school will reduce the burden of expenses..."

2. If there is real change in the model, there may be many problems with the transfer of administrators, teachers, and personnel because of the specificity of each place. The agency must find a solution to these problems. The change must be gradual..."

3. Regardless of the type of education you choose, it will definitely have an impact..."

4. Separation of education levels will require a lot of investment in buildings. The scary thing is, how can we beat famous rival schools?..."

5. But may only have travel problems..."

6. "... It's been a long time since I wanted to separate but the problem is that it is difficult to do. Parents who have children in multiple levels of education need to apply at one place..."

7. "... The concern is whether the agency will solve the problems that may arise in the beginning or not..."

8. "... If separated, what is the guarantee that the school will have more strengths? Who will be the leader in the development of this model? If a parent has a problem with their child's travel, will the relevant department arrange a school bus?..."

9. The main problem is that young children's behaviour imitates the aggression of older children..."

10. "... I don't want them to be separated ..."

11. "... I don't want them separated. Every school should teach upper secondary school. ..."

12. "... Don't want to be separated by grade level because the management already has a good education..."

13. "... Do not agree. It is good to have all the levels. It is better because siblings are together. Children do not want to change their environment..."

14. "... I do not want the school to change anything. Parents and teachers have to sit down and talk more..."

15. "... The daughter said that if she didn't go to the same school as an older sibling, she wouldn't go to school..."

Discussion

The overall average of expectations, if schools in Nakhon Ratchasima Municipality are classified into 3 types, was at a high level. When considering items, every one was at a high level. The highest mean was "The municipality will be able to specify policies for the development of each school type more clearly." This is the case, as each type of school has a different focus. Policy formulation could be clear, precise, simple and understandable and written ostensibly in layman's terms, but without being superficial (Morris, 2019). What is often presented as the policy is frequently no more than a statement of intent, a plan of action or a set of guidelines. At one level the purpose of such policies may appear clear, but it is important to locate the policy within a wider context. The policy is about the power to determine what gets done, or not done (Bell & Stevenson, 2006). In the past, there have been many studies organized

in the same school, which consist of kindergarten education, primary school, and high school levels. The nature of students of different ages is different (Harris, Courtney, Ul-Abadin, & Burn, 2019). However, school development policy cannot be clearly determined because it consists of many groups of students. Therefore, the development plan is not clear as mentioned. Teachers, meanwhile, will organize teaching activities more in line with students in each school category (Shukla, 2019). This is because the students of each age group have different maturity and development, according to the age range causing the teacher to design teaching and learning activities that are appropriate for each student group (Preedy, 2012). School classification, therefore, allows teachers to design teaching activities more efficiently (Caroline & Ehlers, 2010). Each type of student will receive support of potential and capacity as appropriate for the age (Hardman, Egan, & Drew, 2016) consistent with the concept of the experts in group discussions so that communication between teachers and students will be effective. Development according to the focus of each age will create a distinctive appearance (Ackerman, 2019). Kalasin Municipality has been successful in doing this and has resulted in maximum benefit regarding education. The school will have a place or environment that is more suitable for the promotion of child development. Teachers will have more professional advancement. Students will be developed according to their highest potential. Parents and schools will be close. As long as parents have confidence and faith in the school, distance does not hinder sending children to a school. Children will be in a better environment. The agency can set development policies to meet education goals at each level. The transfer of principals and teachers will focus on more knowledge and expertise. Education in Thailand is provided mainly by the Thai government through the Ministry of Education from preschool to senior high school. Free basic education for fifteen years is guaranteed by the constitution (Minister of Education Thailand, 2016). Education in Thailand mandates nine years of basic education (six years of elementary school and three years of lower secondary school). Education in public schools is free until grade 9. The government also provides three years of free preschool and three

years of free upper-secondary education. Neither is mandatory. Children are enrolled in elementary school from the age of six and attend for six years from grade 1 to grade 6. Elementary school classes are at least 7 hours per day, with a maximum learning time of 1,000 hours per year. Secondary education starts at age 12. It consists of three years of lower secondary education from grade 7 to grade 9, and three years of upper secondary education from grade 10 to grade 12. Compulsory education ends with grade 9, after which pupils can pursue upper-secondary education in a university-preparatory track, or continue their studies in vocational school programs (Michael & Trines, 2018).

The overall average of problems that may occur if the schools in Nakhon Ratchasima Municipality are classified into 3 types was at a high level. When considering items, every one was at a high level. The highest mean was "Each type of school may have different academic strengths." which may be the main reason that will cause more gaps between schools. If we are to create effective schools that truly serve all children, then closing the achievement gap is an essential priority. When we dis-aggregated educational data, a consistent pattern emerged. Race, culture, ethnicity, language, and economic status continue to be powerful predictors of school failure. Howard (2014), "Whether the measure is graded, test scores, attendance, discipline referrals, drop-out or graduation rates, those students who differ most from main stream White, middle/upper class, English-speaking America, are also most vulnerable to being mixed served by our nation's schools." The good news is that academics, educators, and communities across the country have identified many components that comprise the complex causes of success gaps and are working to solve problems. A study by Ang (2014) provides a comprehensive overview of the variables related to the success gap. The true number of variables is evidence that any response to the school system must be multi-dimensional, with goals at many levels of the system and sustainable over time. Khazaei, Ahmadi, Momeni far, & Rahmani (2016) found that teachers face the following problems in multi-grade classrooms: lack of time, lack of students' motivation, academic failure, lack of proper class management, inappropriate age composition, lack

of attention to students' individual needs, lack of educational facilities, lack of educational justice and inadequate authorities' support.

We can begin to understand the variables that contribute to the success gap by examining how these factors may affect the school system at 3 different levels: district/school leadership, classrooms and students (Farooq, Shafiq, Chaudhry, & Berhanu, 2011). Factors such as the school's unequal funding level, the unequal distribution of highly-qualified and experienced teachers, harsh disciplinary policies, and a lack of consistent teaching support may result in a system that is causing the next weak student to fall further. The wellness of instruction and curriculum as it is represented in instructional support teams/teacher assistance teams, intervention services, assessment, and gifted and talented programs continuously emerged as maintaining gaps in practices that disproportionately affected struggling learners (Fergus, 2016). Attempts to deal with gaps in success without talking about the structural conditions that promote and reinforce these gaps will lead to uneven and unsustainable outcomes (UNESCO, 2018). This may be due to each type of school needing to find its identity, according to the actual context, for example; Municipal School 1, outstanding in academic work; Municipal School 2, outstanding in careers; Municipal School 3, outstanding in the English Program; Municipal School 4, outstanding in parallel curriculum schools; Municipal School 5, outstanding in sufficiency economy. In addition, the management structure of each school should be designed according to the workload of responsibility and corresponding to the level of education offered. For this reason, if the school has changed the level of education offered, the internal structure must be adjusted. The study also found that schools may face investment problems in rearranging the environment because there are many age groups of students living together. Moreover, the environment must be designed for the students in each group. For example, there should be a football field for high school students but this may be unnecessary for kindergarten students. The agency needs a lot of investment. A large budget is needed to adjust the landscape to suit each school model. Parents may experience difficulty in making joint decisions in

certain activities with schools due to limited levels or the school model. Moving administrators and teachers will be more complicated. Buildings need to be completely renovated. Some families may have travel problems. If educational management is divided into levels, there is no guarantee that it will improve education. In bad economic conditions, siblings studying together will help to reduce the burden of expenses. Having a caretaker at the same school will help to reduce parents' anxiety.

Limitations

The limitation of the instrument is that it presents some items by only asking to agree or not agree, which might not answer the research questions/research objectives. The research results contain both quantitative and qualitative data. Before applying the findings, they must be understood correctly. The results of the study both agree and disagree to classifying schools into 3 types. Therefore, policymakers must consider everything in order to develop education effectively.

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