

# The Relationship Between Learning Management According To The Classroom Quality Approach And Educational Quality Management To Be A Quality School Of Schools In The Eastern Region Of Thailand

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Received on 18 Jul 2022, Revised, Accepted on 11 Aug 2022, and Published on 20 Sep 2022

## Abstract

This quantitative research aimed to study the relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand. Samples of this research were 113 teachers who are teaching in primary and secondary schools in the Eastern Region of Thailand. A stratified sampling method was used, using education level as the criterion. The research tool was a questionnaire with discrimination power between .411 - .872 and reliability of .88. Statistical methods used in this research were t-test and Pearson moment product correlation. The research results were that 1) learning management according to the classroom quality approach overall was at a good level 2) learning management according to the classroom quality approach in secondary school was rated higher than in primary school 3) educational quality management to be a quality school in secondary school was rated higher than in primary school and 4) the relationship between learning management according to the classroom quality approach and educational quality management to be a quality school was at a high level with 0.691 correlation coefficient.

**Keywords:** Learning Management, Classroom Quality, Quality School, Educational Quality Management

## 1. Introduction

Educational management is an important mechanism to develop human resources in every country (Mongkolpitaksuk, 2017). For Thailand, educational development is considered to be an urgent issue. Educational Plan 2017 – 2036 has aimed to educate every Thai citizen and have quality life-long learning, good quality of life which compliance with The Sufficiency Economy Philosophy and 21<sup>th</sup> Century Changes (Office of the Education Council, Ministry of Education, 2017). However, The Ministry of Education's research

result has shown that small size schools had problems with educational quality and management in learning management according to classroom quality, graduates quality, and management to be a quality school. The factors of school administrators' leadership (Chantavanich, 2004), organization management structure (Arroba& Kim, 1992), or staff behavior (Owens, 1995) may cause those problems.

To succeed in performance to meet the objectives of the Educational Plan and problem-solving, educational quality development in school quality management

aspect and classroom quality management aspect have to be considered as an urgent task (Puncreobutr, 2021). School quality management has to be developed according to perfect school success (Chantavanich, 2004; Puncreobutr, et.al., 2018).

The Basic Education Commission (2010) has launched some guidelines for classroom quality management for school administrators including the educational supervisor manual for the basic educational area office. The school performance is supervised and monitored continuously.

Even though the Ministry of Education has followed up on the problem-solving for some period times, the situations are still not in good status. This is the rationale for a researcher to do this research in order to find out the performance of schools in classroom quality management, learning management according to the classroom quality approach, school quality management, and educational quality management to be a quality school. This research will be benefits school administrators, educational area directors, and the Basic Education Committee. The research findings will be good information to be used to assess school performance, to plan for a development plan that meets the objectives of the National Educational Plan 2017 – 2036, and to be used by St Theresa International College as a body of knowledge to provide sustainability academic services to society and community according to University Community Services Policy of the Ministry of Higher Education, Science, Research and Innovation (U2T).

## **2. Research Objectives**

**2.1** To study learning management according to the classroom quality approach of schools in the Eastern Region of Thailand.

**2.2** To study educational quality management to be a quality school of schools in the Eastern Region of Thailand.

**2.3** To compare learning management according to the classroom quality approach of schools in the Eastern Region of Thailand classified by educational level management.

**2.4** To compare educational quality management to be a quality school of schools in the Eastern Region of Thailand classified by educational level management.

**2.5** To study the relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand.

## **3. Research Methodology**

### **3.1 Population and Samples**

The population of this research is 160 volunteer teachers who are teaching in 160 primary and secondary schools in the Eastern Region of Thailand during the 2021 academic year.

The samples of this research are 113 volunteer teachers who are teaching in primary and secondary schools in the Eastern Region of Thailand using stratified sampling method was used, using education level as the criterion.

### **3.2 Research Variables**

#### **1. Independent variables**

The Independent variables are the education levels which are primary education level and secondary education level.

#### **2. Dependent variables**

The dependent variable are:

**2.1** Learning management according to the classroom quality approach variable which is adapted from the Basic Education Commission principles, is comprised of 5 components: 1) applying changes to the classroom 2) standardized learning unit design 3) classroom action research 4) utilizing ICT-assisted teaching and learning and 5) positive discipline build-up.

2.2 educational quality management to be a quality school variable is from Chaivong principle (Chaivong, 2017) which is comprised of 3 components: 1) happiness index of staff 2) students' quality, and 3) awards school received.

### 3.3 Research tool and Statistical methods

The research instrument is a questionnaire with discrimination power between .411 - .872 and reliability of .88, is construct by the researchers.

The statistical methods used in this research are Mean, Standard Deviation, t-test,

and Pearson moment product simple correlation.

## 4. Research Results

The research results are as the followings:

4.1 Learning management according to the classroom quality approach of schools in the Eastern Region of Thailand.

1. Management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand which is adapted from the Basic Education Commission principles both in primary and secondary education levels was shown in table1.

Table 1 Learning management according to the classroom quality approach. (n = 113)

Components	Mean	S.D.	Management Level
1.Applying changes to the classroom	4.520	.3500	Excellent
2) Standardized learning unit design	4.470	.3315	Good
3) Classroom action research	4.493	.3526	Good
4) Utilizing ICT-assisted teaching and learning	4.511	.3442	Excellent
5) Positive discipline build-up	4.518	.3158	Excellent
Total	4.503	.2636	Good

From table 1, the management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand overall was at a good level. When considering each component, applying changes to the classroom, utilizing ICT-assisted teaching and learning, and positive discipline build-up were at an excellent level.

2. The comparison of learning management according to the classroom quality

approach of schools in the Eastern Region of Thailand classified by educational level management classified by education level management is shown in table 2. Schools in the Eastern Region of Thailand which is adapted from the Basic Education Commission principles both in primary and secondary education levels as per in table one.

Table 2 Comparison of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand classified by educational level management.

Components	Secondary (N=57)		Primary (N=56)		t	p
	Mean	S.D.	Mean	S.D.		
1. Applying changes to the classroom	4.625	.3475	4.417	.3235	3.285**	.001
2) Standardized learning unit design	4.560	.3013	4.382	.3386	2.954**	.004
3) Classroom action research	4.560	.3524	4.428	.3431	2.027*	.045
4) Utilizing ICT-assisted teaching and learning	4.617	.3197	4.407	.3379	3.405**	.001
5) Positive discipline build-up	4.639	.2915	4.400	.2952	4.335**	.000
Total	4.601	.2613	4.407	.2302	4.178**	.000

\*  $p < .05$  \*\*  $p < .01$

From table 2, the management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand in overall in secondary school was higher than in primary school with statistical significance at a .01 level. When considering each component, there were 4 components in which secondary school was higher than primary school with statistical significance at a .01 level. Those components were 1) applying changes to the classroom 2) standardized learning unit design 3) utilizing ICT-assisted teaching and learning and 4) positive discipline

build-up. Meanwhile, in the classroom action research component, the primary school was higher than the secondary school with statistical significance at a .05 level.

4.2 Educational quality management to be a quality school of schools in the Eastern Region of Thailand.

1. Management level of educational quality management to be a quality school of schools in the Eastern Region of Thailand was shown in table 3.

Table 3 educational quality management to be a quality school (N=113)

Components	Mean	S.D.	Management level
1) Happiness index of staff	4.492	.3789	Good
2) Students' quality	4.479	.3995	Good
3) Awards the school received	4.438	.3614	Good
Total	4.470	.3226	Good

From table 3, the management level of educational quality management to be a quality school of schools in the Eastern Region of Thailand overall and each component were at a good level.

2. The comparison of educational quality management to the quality school of schools in the Eastern Region of Thailand

classified by educational level management (secondary and primary school) was shown in table 4.

Levels of educational quality management to be a quality school of schools in the Eastern Region of Thailand overall and each component were at a good level.

Table 4 The comparison of educational quality management to the quality school of schools in the Eastern Region of Thailand classified by educational level management.

Components	Secondary school (N=57)	S.D.	Primary school (N=56)	S.D.	t	p
	Mean		Mean			
1) Happiness index of staff	4.592	.3431	4.393	.3890	2.894**	.005
2) Students' quality	4.642	.3902	4.319	.3419	4.690**	.000
3) Awards the school received	4.564	.3518	4.315	.3293	3.877**	.000
Total	4.600	.3045	4.343	.2893	4.605**	.000

\*  $p < .05$  \*\*  $p < .01$

From table 4, the management level of educational quality management to the quality school of schools in the Eastern Region of Thailand in secondary schools overall, and each component was higher than in primary schools with statistical significance at a .01 level.

#### 4.3 The relationship between learning management according to the classroom quality

approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand.

The relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand was shown in table 5.

Table 5 The relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand. (N=113)

Components	Happiness index of staff	Students' quality	Awards school received	Quality school
1. Applying changes to the classroom	.355**	.455**	.452**	.506**
2) Standardized learning unit design	.384**	.375**	.537**	.518**
3) Classroom action research	.463**	.290**	.418**	.470**
4) Utilizing ICT-assisted teaching and learning	.448**	.492**	.475**	.569**
5) Positive discipline build-up	.533**	.401**	.451**	.557**
Quality classroom	.575**	.531**	.616**	.691**

\*\*  $p < .01$

From table 5, the relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand overall was at a positive high level with a correlation coefficient of .691 and with statistical significance at a .01 level.

The relationship between learning management according to the classroom quality approach overall and each component of educational quality management to be a quality school (happiness index of staff, students' quality, and awards school received) of schools in the Eastern Region of Thailand was at a

positive moderate level with a correlation coefficient between .531 - .616 and statistical significance at a .01 level.

The relationship between educational quality management to be quality school overall and each component of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand was at a positive moderate level with a correlation coefficient between .470 - .569 and with statistical significance at a .01 level.

The relationship between each component of learning management according to the classroom quality approach and each component of educational quality management to be a quality school (happiness index of staff, students' quality, and awards school received) of schools in the Eastern Region of Thailand was at a positive moderate level with a correlation coefficient between .355 - .537 and significance at a .01 level. However, the relationship between Classroom action research and students' quality was at a low level with a correlation coefficient of .290 with statistical significance at a .01 level.

Some researchers propose that the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read because of its importance in learning English". In recent decades classroom education has adopted technology use and simulation methods in science education for better understanding and traditionally adapts the prevailing levels of basic rote learning in education and facts (Sasikala and Siriwan, 2017).

## 5. Research conclusion

The research results were as followings:

1. The management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand overall was at a good level. The applying changes to the classroom component, utilizing ICT-assisted teaching and learning component, and positive discipline build-up component were at an excellent level. The components of standardized learning unit design and classroom action research were at a good level.
2. The management level of educational quality management to be a quality school of schools in the Eastern Region of Thailand overall and each component were at a good level.
3. The management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand overall in secondary school was higher than in primary school with statistical significance at a .01 level. When considering each component, there were 4 components in which secondary school was higher than primary school with statistical significance at a .01 level. Those components were 1) applying changes to the classroom 2) standardized learning unit design 3) utilizing ICT-assisted teaching and learning and 4) positive discipline build-up. Meanwhile, in the classroom action research component, the primary school was higher than the secondary school with statistical significance at a .05 level.
4. The management level of educational quality management to the quality school of schools in the Eastern Region of Thailand in secondary schools overall, and each component was higher than in primary schools with statistical significance at a .01 level.
5. The relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand overall



was at a positive high level with a correlation coefficient of .691 and with statistical significance at a .01 level.

6. The relationship between each component of learning management according to the classroom quality approach and each component of educational quality management to be a quality school (happiness index of staff, students' quality, and awards school received) of schools in the Eastern Region of Thailand was at a positive moderate level with a correlation coefficient between .355 - .537 and significance at a .01 level. However, the relationship between Classroom action research and students quality was at a low level with a correlation coefficient of .290 with statistical significance at a .01 level.

## 6. Discussion

The relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand which was at a positive high level, was in accordance with the research results done by Wechayaluk (2016); quality classroom management is important. The quality of the classroom will increase the quality of the school.

The relationship between Classroom action research and students quality which was at a low level was in accordance with the research done by Buaurai (2016): small number of teachers have done classroom action research. Many researches were not well designed to get the body of knowledge that could use to develop students, curriculum, ICT for learning, and positive discipline build-up (Reddy and Phyu 2017, (Sasikala and Siriwan, 2016, Reddy and Buncha, 2017). Teachers had thought that classroom action research was

difficult to do. The relationship between the two shows in the population, especially among early readers, is very close. However, it is impossible to establish a causal relationship from such results. Although rhyming awareness is a good starting point for phonological awareness, it is not necessarily a good understanding of individual sounds. The training and development of rhyme awareness stimulates phonemic awareness, which has a positive effect on reading performance. Rhyme training, however, does not directly affect phonemic awareness, as its development occurs only during target training. Simulation methods have positive effect in teaching students and their academic achievement (Reddy and Phyu 2017). In recent decades classroom education has adopted technology use and simulation methods in science education for better understanding and traditionally adapts the prevailing levels of basic rote learning in education and facts (Sasikala and Siriwan, 2016). In twenty first century, abundant innovative tools have been identified by the researchers to evaluate the conceptual understandings, problem solving, beliefs and attitudes about education (Reddy and Buncha, 2017).

## 7. Recommendations

Recommendations for applying the research results are as follows:

1. From the research results, even though the management level of the components of learning management according to the classroom quality approach; applying changes to the classroom, utilizing ICT-assisted teaching and learning, and positive discipline build-up were at an excellent level and standardized learning unit design and classroom action research were at a good level, the school administrators and basic educational area office directors should focus more into teachers development in standardized learning unit design and classroom action research in order to increase the quality of learning

management according to the classroom quality approach.

2. The relationship between learning management according to the classroom quality approach and educational quality management to be a quality school of schools in the Eastern Region of Thailand overall was at a positive high level with a correlation coefficient of .691, therefore school administrators should promote and give priority to quality classroom development in every component in order to increase the high quality of the school. Basic educational area office directors should give and promote guidelines and policies for schools to develop every classroom quality.

Recommendations for future researching

The management level of learning management according to the classroom quality approach of schools in the Eastern Region of Thailand in secondary school was higher than in primary school and the management level of educational quality management to the quality school of schools in the Eastern Region of Thailand in secondary was also higher than in primary schools, therefore basic educational area office directors should study more in order to know the factors that affect the classroom quality development and school quality development of primary schools. The results from the research may help support classroom quality development and school quality development efficiently.

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