

**ADMINISTRATION FACTORS EFFECTING THE EDUCATIONAL  
QUALITY OF SECONDARY HIGH SCHOOL IN OFFICE OF  
THE PRIVATE EDUCATION PATTANI  
(Case Study Samardddee Withya School)**

By

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## **DEDICATION**

This thesis is dedicated to

### **My beloved parents**

Mr. Masoleh Hajido and Mrs. Romah Hajido

Thank you for endless love, praying and guidance, care and everything there have done since I was born

### **My beloved brothers and sisters**

Ms. Rusda Hajido, Ms. Nusla Hajido, Mr. Mus-ap Hajo, Mr. Nasuha Hajido and Mr. Muhammad Hajido

### **My beloved friends**

Ms. Nuriha Mara-ngoh, Ms. Fadilah Seedik, Ms. Widad Hasanee, Ms. Ar-echah Bendusa, Ms. Arporn Lambensa.

## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولِي الْأَمْرِ مِنْكُمْ فَإِنْ تَنَازَعْتُمْ فِي شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ وَالرَّسُولِ إِنْ كُنْتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ۚ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا

“O you who have believed, Obey Allah and obey the Messenger and those in authority among you. And of you disagree over anything, refer it to Allah and the Messenger, if you should believe in Allah and the Last Day. That is the best (way) and best in result.” [4:59]

## STATEMENT OF THE AUTHENTICITY

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I certify that the thesis I wrote to fulfill the requirement for Magister Pendidikan Islam (M.Pd.I) entitled ADMINISTRATION FACTORS EFFECTING THE EDUCATIONAL QUALITY OF SECONDARY SCHOOL IN OFFICE OF THE PRIVATE EDUCATION PATTANI (A case study at Samarddee Withya School, Pattani Thailand) is truly my original work. It does not duplicate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, 18 November 2018

Naseehah Hajido

The researcher

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I would like to take this opportunity to thank the people that surrounded me during my study who triggered me to pursue my master degree. Without them, I would never have gotten the invaluable experience, skills, and knowledge at Maulana Malik Ibrahim Islamic State University of Malang. I am very grateful to Dr. Wahidmurni, M. Pd., AK my major advisor, Dr.H. Munirul Abidin, M.Ag, and Aunur Rofiq., Lc, Mg, Ph.D., both are my research advisor, for their precious advice and guidance. Especially thanks to Samarddee Withya School. Having the scores, this study can contribute important information to all educators, school principals, school directors and other related sectors.

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my friends and deeply appreciate them for my valuable and wonderful experiences at Maulana Malik Ibrahim Islamic State University of Malang, indeed.

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Malang, 18 November 2018

Naseehah Hajido

Researcher

## ABSTRACT

**Title of research** Administration Factors Affecting the Educational Quality of Secondary School in Office of the Private Education Pattani.

Case study: Samardee Withya School

**Author** Naseehah Hajido

**Degree** Master of Islamic Education Management

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This research was carried out using qualitative research with case study design of research. Data collection is done with the interview, observation and study of documentation. Meanwhile, the data analyzed by interactive analysis model that are containing three steps; data reduction, data display and conclusion. To examine the validity of data, triangulation of methods and triangulation of source of data. This research objectives are to determine 1) Administration Factors Effecting the Educational Quality of Secondary Level in Office of Private Education Pataani. 2). The strategies to improve education quality in Samardee Withya school. Collecting among 30 people from administrator, teachers and personnel of Samardee Withya School.

The result of the research found that, 1. Administration Factors Effecting the Educational Quality of Secondary Level in Office of Private Education Pataani consist 6 factors; 1) Leadership Behavior Factor. 2) School Atmosphere Factor. 3) Cultural Factors. 4) Quality of Teacher's Life Factor. 5) Communication Factors and 6) Commitment Factors. 2. The strategies to improve education quality in Samardee Withya school consist 6 strategies; 1) Foster the learner in Islamic way. 2) Develop learners in term of knowledge and important skills based on curriculum. 3) Encourage potential teachers and personnel according to professional standard. 4) Developing quality of curriculum and learning process which focus on learners (student center). 5) Developing quality management system and quality assurance in concept of PDCA. 6) Collaborating with community to create learning environment.

## ABSTRAK

**Judul Penelitian** Faktor Administrasi Efektif Kualitas Pendidikan Sekolah Menengah di Departemen Pendidikan Swasta Pattani

Studi Kasus: Sekolah Samarddee Withya

**Penulis** Naseehah Hajido

**Jurusan** Master Manajemen Pendidikan Islam

**Tahun** 2018

Penelitian ini dilakukan menggunakan metode penelitian kualitatif dengan desain penelitian studi kasus. Proses pengumpulan data dilakukan dengan cara interview, observasi dan studi dokumentasi. Sementara itu, data dianalisis dengan menggunakan model analisis interaktif yang berisi tiga langkah; reduksi data, display data dan kesimpulan. Untuk menguji validitas data, triangulasi metode dan triangulasi sumber data. Tujuan penelitian ini adalah untuk menentukan 1) Faktor administrasi yang efektif kualitas pendidikan tingkat menengah di departemen pendidikan swasta Pattani 2) Strategi untuk meningkatkan kualitas pendidikan di sekolah Samarddee Withya. Mengumpulkan di antara 30 orang dari administrasi, dewan guru, dan personil dari sekolah Samarddee Withya.

Hasil penelitian menemukan bahwa: 1. Faktor administrasi efektif kualitas pendidikan tingkat menengah di departemen pendidikan swasta Pattani terdiri dari 6 faktor; 1) Faktor perilaku kepemimpinan. 2) Faktor atmosfer sekolah. 3) Faktor budaya. 4) Faktor kualitas kehidupan guru. 5) Faktor komunikasi dan 6) Faktor komitmen. 2. Strategi untuk meningkatkan kualitas pendidikan di sekolah Samarddee Withya terdiri dari 6 strategi; 1) Mendorong para pelajar dengan cara islami. 2) Meningkatkan pengetahuan dan kemampuan siswa sesuai dengan kurikulum. 3) Mendorong potensi guru dan personil sesuai dengan standar profesi. 4) Meningkatkan kualitas kurikulum dan proses pembelajaran dengan memfokuskan para peserta didik (pemusatan kepada siswa/student center). 5) Meningkatkan kualitas manajemen dan asuransi dalam konsep PDCA. 6) Berkolaborasi dengan komunitas untuk membangun lingkungan belajar.

## ملخص

عنوان البحث: العوامل الإدارية فعالية الجودة التعليمية للمرحلة الثانوية في مدرسة صمدي ويتيا بفظاني.

الباحثة: نصيحة حاج دو، قسم الماجستير في إدارة التربية الإسلامية عام 2018

هذا البحث بحث نوعي و يتم جمع البيانات من خلال المقابلة والملاحظة ودراسة الوثائق. و في الوقت نفسه، تم تحليل البيانات بواسطة نموذج التحليل التفاعلي الذي يحتوي على ثلاث خطوات ؛ تخفيض البيانات وعرض البيانات والاستنتاج. أهداف البحث هذه هي : (1) عوامل الإدارة الفعالة للجودة التعليمية للمستوى الثانوي في مدرسة صمدي ويتيا بفظاني. (2) استراتيجيات تحسين جودة التعليم في مدرسة صمدي ويتيا وجمع البيانات من بين 30 شخص من موظف الإدارة والمعلمين وأفراد مدرسة.

وتحصل نتيجة البحث بأن (1) العوامل الإدارية الفعالة للجودة التعليمية للمستوى الثانوي في مدرسة صمدي ويتيا بفظاني تتكون من 6 عوامل ؛ (1) عامل شخصية القيادة. (2) عامل الجو المدرسي. (3) عامل الثقافية. (4) عامل جودة حياة المعلم. (5) عامل علاقة لأفراد. و (6) عامل الإتصالات. (2) استراتيجيات جودة التعليم في مدرسة صمدي ويتيا تتكون من 6 استراتيجيات ؛ (1) تربية المتعلم بالأخلاق الإسلامية. (2) تطوير المتعلمين من حيث المعرفة والمهارات الهامة القائمة على المناهج الدراسية. (3) تربية المعلمين والأفراد المدرسي وفقا للمعايير المهنية. (4) تطوير جودة المناهج وعملية التعلم التي تركز على المتعلمين (مركز الطالب). (5) تطوير نظام إدارة الجودة وضمن الجودة في مفهوم. (6) PDCA. التعاون مع المجتمع لبناء بيئة تعليمية.

## บทคัดย่อ

หัวข้อ: ปัจจัยการบริหารที่มีอิทธิพลต่อคุณภาพการศึกษา มัชฌมคอนปลาย โรงเรียนสามารถดีวิทยา สังกัด  
สำนักงาน เอกชน จังหวัดปัตตานี

ผู้วิจัย: นาซีซะห์ ทะยิโด

สาขา: ปริญญาโท บริหารการสอนอิสลาม

ปี: 2561

การวิจัยครั้งนี้เป็นการวิจัยเชิงคุณภาพ โดยเก็บข้อมูลสัมภาษณ์ การสังเกตและการศึกษาข้อมูลจากเอกสาร ในขณะเดียวกัน ข้อมูลที่ใช้วิเคราะห์ มี 3 ขั้นตอน คือ การรวบรวมข้อมูล การแสดงข้อมูล และการสรุปข้อมูล และการวิจัยนี้มีวัตถุประสงค์เพื่อทราบ 1) ปัจจัยการบริหารที่มีอิทธิพลต่อคุณภาพการศึกษาของโรงเรียนสามารถดีวิทยา อำเภอสาบบุรี จังหวัดปัตตานี 2) กลยุทธ์การพัฒนาคุณภาพการศึกษาของโรงเรียนสามารถดีวิทยา อำเภอสาบบุรี จังหวัดปัตตานี โดยการเก็บข้อมูลสัมภาษณ์ ผู้บริหาร คณะครูอาจารย์ พนักงาน ของโรงเรียนสามารถดีวิทยา จำนวน 30 คน

ผลการวิจัยพบว่า

1. ปัจจัยการบริหารที่มีอิทธิพลต่อคุณภาพการศึกษาของโรงเรียนสามารถดีวิทยา ประกอบด้วย 6 ปัจจัย คือ 1) ปัจจัยด้านพฤติกรรมของผู้นำ 2) ปัจจัยด้านคุณภาพชีวิตครู 3) ปัจจัยด้านบรรยากาศ 4) ปัจจัยด้านการสื่อสาร 5) ปัจจัยด้านวัฒนธรรม และ 6) ปัจจัยด้านความสัมพันธ์
2. กลยุทธ์การพัฒนาคุณภาพการศึกษาของโรงเรียนสามารถดีวิทยา ประกอบด้วย 6 กลยุทธ์ คือ 1) ปลุกฝังผู้เรียนด้านคุณธรรมตามวิถีอิสลาม 2) พัฒนาผู้เรียนด้านความรู้และทักษะที่จำเป็นตามหลักสูตร 3) ส่งเสริมศักยภาพครูและบุคลากรตามมาตรฐานวิชาชีพ 4) พัฒนาคุณภาพหลักสูตรและกระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ 5) พัฒนาระบบบริหารคุณภาพและระบบประกันคุณภาพแบบ PDCA และ 6) ประสานความร่วมมือกับชุมชน เพื่อสร้างบรรยากาศสังคมแห่งการเรียนรู้

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **A. INTRODUCTION**

Education is widely regarded as a key mechanism for improving the standard of the quality of life and the quality of an education can affect a nation's long-term economic growth (Hanushek and Woessmann, 2007; 2010). Porter (2008), a guru in management, has stated that every government in the nation must provide quality education in order to improve and enhance human well-being. People with knowledge are considered a valuable basic endowment, and create a competitive advantage for their countries. Furthermore, education is also used by the United Nations Development Program, UNDP (2013), its fundamental index, to measure human development.

#### **B. PROBLEM STATEMENT**

Education is considered as an essential mechanism to leverage the quality of life of people in nations. The Thai government has well recognized the importance of quality of education; as a result, the government has poured approximately twenty percent of its annual expenditure, or 460 billion baht in 2013 and 520 billion baht in 2014, into the support of local education. By setting education objectives as follows: enhancing the capacity of all learners, being

endowed with basic knowledge and essential skills and attitudes toward life-long learning, learning and developing learners to their highest potentially, the MOE has established several strategies to fulfill these objectives. The MOE has expected five keys competencies to be developed among learners: communication, thinking capability, problem solving capability, capability of applying life skills, and the capacity of technological application.

Unfortunately, the quality of Thai education has not achieved the set objectives yet; it has totally failed to provide quality education. Likewise, according to the International Institute for Management Development (IMD), Thai education quality is ranked forty-seventh out of fifty-eight nations being considered. In Asia, Thai education quality lags behind Vietnam in basic education, while Malaysia's education quality has improved constantly. Only Cambodia and The Philippines were behind Thailand's quality of education in 2013. Regretfully, the 2014 World Economic Forum (WEF) just reported that the Thai education quality system was rated a score of 3.4 out of 7, behind the Laos PRD position of 20. On the other hand, newspapers have stated that Thai students have won many medals at the International Mathematics and Science Olympiad every year. What are the factors that make these awarded students so distinguish from other Thai students in the overall nation? Many studies and much research (UNESCO,2000; Norad, 2011; Education For All (EFA): Global Monitoring Report, 2005) have found that curricula, leadership style, teacher quality, school facilities, and student quality are significant factors in managing and enhancing Schools performance effectively. By the same token, a study was conducted to evaluate world-class standard schools in

Thailand, and this obviously demonstrated that the similar three critical dominant factors—leadership, teacher, and the school facilities and environment—have significant relevance for education quality. In short, unquestionably, revamping Thai education quality is essential.

The structure, delivery and content of the education system have long been contested issues in the south. The current system is a product of educational reform motivated in part by the government's need to ensure that traditional Muslim educational institutions provide sufficient awareness of the Thai nationality and secular education. It is also a result of accommodation to the cultural needs of the Malay Muslim population in the far south, therefore making the nature of education very different than in other parts of Thailand (Narongraksakhet, 2006). The conflict that persists in the system and its impacts will be explored in detail in the next section.

Although, the private school popularity in south Thailand because of Social context and the culture is a major characteristic of the region. (Ninawaly Panakasengmengkaj, 2008) When consider about educational quality of private school all about section 15(1) and section 15(2). Almost they have to adjustment and Still having trouble with an overview of the various aspects as follow below

(Rachpaj Yala University, 2005:3)

#### Administrative schools' problem

- a) Lack the organization in administration private schools.
- b) Administrators lack the skills administrative.

- c) Lack readiness the environment and building.
- d) The government almost support budget on teaching common.

Assessed standard 3 part From Office accreditation and assessment educational quality on 2001-2005, office of private education Yala area 1, including 21 schools were assessed standard such as student factor, teacher factors and administration factor as follow as:

- a) The students are in good quality 41.49% and satisfy 44.89% and should improvement 13.61%
- b) The Teachers are in good quality 14.28% and satisfy 73.81% and should improvement 11.91%
- c) The administrative are in good quality 23.81% and satisfy 75.24% and should improvement 0.95%

For that reason, institute must to have assessment educational quality with interweave processing administration and learning management for continually improvement the learner. So, private schools must to improve educational quality system to be strong and effective by using many administration factors. So that researcher attended to study administration factors in private school of Pattani province and which are factor effective educational quality. Normally, almost private schools at south Thailand is not equivalent other schools both public and private, no matter management system, the availability of personnel and material factors of teaching and also achievement teaching. Although the Thai government try to support administrative educational quality but that private schools could not

improve successfully expected (Office of Private Education Commission 2000: 18 Referring from Charif Saenim 2003: 60)

### **C. RESEARCH QUESTIONS**

This study examines the following questions:

1. What are the administration factors effecting to the educational quality of secondary level in Office of Private Education Pattani.
2. What are the strategies to improve the educational quality of secondary level in Office of Private Education Pattani.

### **D. RESEARCH OBJECTIVE**

The main objective of this study was to identify the Administration Factors Effecting the Educational Quality of Secondary Level in Office of Private Education Pattani. In order to fulfill this objective, several specific objectives were established as follows:

1. To explore Administration Factors Effecting the Educational Quality of Secondary Level in Office of Private Education Pataani.
2. To explore strategies to improve the educational quality of secondary level in Office of Private Education Pattani.

## **E. SIGNIFICANCE OF STUDY**

Practically, the study of education quality and its determinants in Thai secondary schools is devoted to Thai education policy makers and all education domains. The study will point out administration factors. Moreover, the findings may encourage other principals to adapt their administrative and pay more attention to both teacher qualifications and school facilities in order to boost the education quality of the schools. In addition, most education research has focused on only one administration factors, that have affected education quality. Actually, education quality is comprised of multiple facets; hence studying only one factor may not reflect the actual picture of education quality as a whole. Finally, there are 52 schools a waiting for prototype to adapt for enhancing their education quality. Therefore, it would be benefitting the nation as well if policy makers would take the findings into consideration for future education plans.

From an academic perspective, this study contributes to the present theoretical and empirical studies on the determinants of education quality in secondary schools. Constructing an alternative model for enhancing Thai education quality to be equivalent to that of Thailand's neighbors was the researcher's deep intention. Moreover, the researcher honestly wishes that Thai Government could integrate all factors that are relevant and take them into considerations and accommodate the problems of education quality as a whole picture. In this way, the Thai education system could produce better results for sustainable economic development and enhance its competitiveness among nations.

## F. LIMITED OF STUDY

As mentioned above, the study will focus only on secondary schools in of Secondary School Level in Office of Private Education.

## G. DEFINITION OF TERMS

- 1) Quality: the desired characteristics of a specific thing or subject which are perceived to public.
- 2) Education quality: the desired characteristics that are related to educational system including students, teachers, curriculums, school environment and resources, etc.
- 3) Secondary school: a school that provides education in intermediate level between elementary school and college.
- 4) Administration: service rendered to others for their welfare.

## H. PRIOR RESEARCH

**Title:** Factors Affecting Managerial Effectiveness of Basic Schools in the Eastern Seaboard Development Area.

**Researcher:** Wanphen Burisungnoen

**Result:** 1. The factors influenced to the effectiveness in basic school administration in the Eastern Seaboard Development Area Consisted of a components: 1) leader

behavior 2) administrator's vision 3) school climate 4) teaching quality 5) job satisfaction of teacher 6) getting the social support of teachers 7) participative behavior in school administration 8) attitude towards school and 9) educational mobilization

2. The effectiveness in basic school administration in the Eastern Seaboard Development Area consisted of a components: 1) school administration 2) general administration and supporting 3) personnel development 4) students quality development.

3. The factors were related to the effectiveness in basic school administration. The result of checking were suitable for school context, possibility for implementation, accuracy of conceptual frameworks and useful school development.

**Title:** Factors Affecting the Effectiveness of the School Administration under the Secondary Educational Service Area Office 21

**Researchers:** Wirat Phongmit, Somchai Khaewwangchai and Thatchai Chittranan

**Result:** 1. The administrators perceived factors affecting the effectiveness at a high level for the whole and individual factors.

2. For the whole, the effectiveness of the school administration was at a high level.

3. Regarding factors affecting the effectiveness of the school administration under the secondary educational Service Area Office 21, it was apparent that the factors of curriculum, atmosphere, resources, administrators, students and teachers

positive correlated at a high level with effectiveness of the school administration under the secondary educational Service Area Office 21 at a low level at the .01 level of significance.

**Title:** Factors affecting the quality of academic administration of school in Udonthani Primary Education Service Area, office 1

**Researchers:** Paweena Laolat, Somchai Kaewwangchai and Thanabodee Nantha

**Result:** 1. Factors affecting the quality of academic administration of school in Udonthani Primary Education Service Area, office 1. by each side. At a high level.

By the mean of the highest down. Directors (X1) Teachers (X2) Budget (X5) technology (X6) building (X4) parents and communities (X3)

2. For the whole, the quality of academic administration of school was at a high level.

3. The positive relationship of the administrative factors and the school academic administration of school were at a high level and significantly at .01.

## CHAPTER TWO

### LITERATURE REVIEW

#### A. BACKGROUND OF THAI EDUCATION

The Thai government has long recognized the necessity of education in the nation. Since 1979, the Thai government has consistently attempted to improve the nation's education and has realized the need for reforming educational curriculum to respond to rapid global change. Turning from agricultural society, Thailand now has moved into a knowledge-based society. As a result, education is necessary to equip Thai youths with valuable knowledge to raise their well-beings

Realizing the importance of the quality of education, the Thai government has made an effort to provide efficient academy to Thai youths. In October 2002, the government amended the Compulsory Education Act which requires Thai adolescents to attend 12 years of free basic education. The scheme covers six years of primary school and the other six years in secondary school. In reality, the Thai basic education system is divided into three stages—kindergarten 1-3, 6 years of primary school, and another 6 years in secondary school—and therefore Thai children are required to enroll in an education program for 15 years in total.

The management of education in Thailand is carried out by the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of Interior. In the global era nowadays, competition among nations is very intense; therefore,

skillful and knowledgeable labor is crucial in order to compete with one's neighbors and to generate wealth for the homeland. Thailand has visualized the importance of education; as a result, its education plan was announced as the First National Economic Development Plan. Every Thai government has deep concern that Thai education is in a critical situation, and accordingly, the education budget has been allocated at the highest proportion of the Gross Domestic Product (GDP) for 10 years continuously—approximately 20 percent of the annual government statement of expenditure or 460 billion and 519 billion baht in 2013 and 2014 respectively, compared to 3.7 percent in 2000 (Office of National Education Standards and Quality Assessment: ONESQE, Bureau of the Budget 2013, 2014).

Nowadays, there are 52,520 schools in both the public and private sectors that are offering basic education in Thailand. Generally, in 2009, 849,710 students finished primary level, while 406,939 completed secondary school (Social and Quality of Life Database system). As reported by the World Economic Forum (2014- 2015), 87 percent of the children are enrolled in secondary schools all over Thailand, and almost every Thai government has given priority to education. According to educational policy, the MOE has clearly declared the promotion of Thai education quality. Consequently, schools must provide quality education, an appropriate curriculum, and a life-long learning environment and yearning for knowledge. Moreover, the MOE aspires to have Thai students possess critical, systematic, and creative thinking skills as well as morality. The MOE has desired Thai basic education to have world-class standards and to be an educational hub in the region.

The Education Minister of Thailand recently announced an education policy to which the Ministry of Education needs to adapt itself. Centralizing and gathering all relevant information and other administration tasks were no more efficient and applicable in nowadays. Hence, decentralization is necessary to be executed at the local school level so that they can gain autonomy and be self-governing in order to enhance the quality of education for their stakeholders. Handbooks and official papers are distributed in order to guide, supervise, and assess overall school performance to meet the MOE's goals. According to The United Nations Educational, Scientific and Cultural Organization (UNESCO), the MOE has allocated the highest budget if it is compared to other sectors in Thailand and in Asia as well. Interestingly, comparing the education budget in Thailand with other countries—Japan, South Korea, Hong Kong, Singapore,—it can be seen that Thailand's neighbors have allocated resources close to or even lower than those of the Thai education budget.

Regrettably, the mentioned countries have demonstrated better education performance than Thai students (The Organization for Economic Co-operation and Development: OECD). Although the government founded the Office for the National Education Standards and Quality Assessment (ONESQA), a self-governing unit, has the responsibility of supervising and enhancing the quality of education. In addition, ONESQA is expected to guide schools or educational institutions in providing morality, competency, and enjoyment for all students. It would be very good if the consequence of educational performance appeared as it

had been planned. In fact, there are many obstacles to generating a high-quality Thai education system.

The Thailand Development Research Institute (TDRI) has pointed out many problems that hinder the development of the quality of Thai education. First of all, in the policy aspect, the Education Plan has been changed all over the time when new government came to govern the country. Again in 2013, the Minister of Education initiated a new education plan and removed the education plan that had just been launched. For this reason, the Thai education system was not only ineffective but also inefficient. In concordance with the International Institute for Management Development, the Thai education system was ranked forty-seventh out of fifty-eight countries, and is more likely to decline from now on.

From the ASIAN perspective, Pearson ranks Thai education quality sixth, which is behind Vietnamese education in its basic education program. Even worse, Thai higher education quality was just slightly ahead of that of Cambodia and The Philippines. In the meantime, the Malaysian education quality index has improved constantly. Moreover, the World Economic Forum, The Global Competitive Report 2014-2015, asked business leaders about many aspects of the competitiveness of the nation, one of them being education. Not surprisingly, the report indicated that the quality of the Thai education system was rated at 3.4 on a 7 point scales and was ranked 86<sup>th</sup> out of 148 countries, while the Laos PRD was rated 4.9 and 60<sup>th</sup> respectively. Thai basic education quality has an effect on higher education quality as well. It is comprehend that a high government budget allocated to education is not a factor in improving education quality. Moreover, if primary and secondary

basic schools, as a backbone of education, cannot provide quality education, then higher education quality is almost impossible to achieve.

Dr. Somkiet Tangkitvanich from the TDRI has indicated that Thai youths study and spend a longer time in class than other countries' youth. Unfortunately, Thai youths that are studying at the basic education level cannot comprehend or understand what they have just read, thus the rate of failure is higher than in other nations. Furthermore, sharing common and unique characteristics, Thai students lack the ability to self-learn, do not set goals, have little enthusiasm, and are not willing to accept new knowledge and do not like to read (Somkiet Tangkitvanich, 2012).

Additionally, the TDRI illustrates many complicated problems that affect Thai education quality. One of prolonged myths that the TDRI points out regarding Thai education quality is that allocating a budget for education can improve education quality. Dr. Ammar Siamwalla, from the TDRI, proposed that new education reform should focus on resource-utilized management due to a lack of accountability in the Thai educational system. Accountability refers to persons that have responsibility for education quality: school principals, schools, and teachers. Moreover, Dr. Siamwalla recommends revealing exam results publicly and that rewards should be given to good-performing school principals. As a result, this revealing would lead to an attempt to boost their performance and all stakeholders would enjoy the benefits. To enjoy the benefits, the education system is requires sincerity, continuity, and clear procedures for the best social benefits.

On the subject of education quality, there are many components regarding the issue of viewing the school as a system. Leadership, the teachers, and the students alone are not absolute answers that lead to education quality solutions. The United Nations International Children's Emergency Fund has proposed a framework for education quality and. It is clearly emphasized that there are four dimensions influencing the quality of education as follows:

1. Learner characteristic dimension; capacity, experience, socioeconomic background, place of residence, health condition, gender, etc.
2. Contextual dimension; the labor market in the community, sociocultural and religious factors, support infrastructure, public resources, peer affect, time in class and for homework, globalization, etc.
3. Enabling input dimension; teaching and learning (learning time, teaching methods, assessment, feedback, incentives, class size), teaching and learning materials, physical infrastructure and facilities, teachers, principals, supervision, etc.
4. Outcomes dimension; literacy, numeracy and life skills, creative and emotional skills, values, social benefits.

In accordance with Norad, an organization supervised by Norwegian Ministry of Foreign Affairs, conducted research on Education quality in 2011. The following findings reveal six key elements for the quality of education as follows:

- 1) Each pupil's precondition: background, health condition, equal learning opportunity for boys and girls, socio-economic status, home location, etc.
- 2) Education content; curriculum relevant for the child's future
- 3) The teacher and teaching methodology; quality of the teachers, teacher training, the teachers' competence, teachers' incentive, etc.
- 4) Learning environment; safe, healthy, secure, learning stimulation, etc.
- 5) Learning achievement; learning results, student performance, etc.
- 6) Leadership in school; management system, resource allocation, etc.

Similarly, the findings for the factors affecting the achievement of diverse ethnic students by Wassa Wongsak (2013), Bann Tonchok school principal, found that student element, teacher element, school principal element, and parent element have an impact on student academic achievement.

In conclusion, all case studies from UNICEF, The Norwegian Agency for Development Cooperation (Norad), and Baan Chok, have shown similar fundamental elements involving school success. As described earlier, the common factors that affect education quality can be categorized into five elements; namely, student's background, student performance, teacher and teaching process, learning material and school facilities, and leadership. This study will focus on student performance, the teacher, and the teaching process, learning materials, and school facilities and leadership. Since the student's background is diverse and

uncontrollable, it is not include in this study. This study intends to examine the variables that can be managed and operated by persons in charge of enhancing education quality or education policy makers.

## **B. THAI BASIC EDUCATION SYSTEM**

The current Constitution of 1997 stipulates that compulsory education be extended from six to nine years. The main government agencies together with relevant NGOs therefore worked in concerted efforts to prepare essential legal provision on education for consideration of the 1997 Constitution Drafting Committee. As a result, the Constitution has unprecedentedly extensive provision on education. These are for example:

*Section 43* : Equal access for all to quality twelve years basic education on a free-of-charge basis.

*Section 78* : Decentralization of authority to local communities for self-reliance and self-determination of local affairs.

*Section 81* : Provision of education by the State itself, as well as by the private sector for the attainment of knowledge and morality.

- Enactment of a national education law.
- Improvement of education in accordance with socio-economic changes.

*Section 289* : Rights of local administrative authorities to

- Provide education and professional training.
- Preserve and enhance local arts, customs and traditions and local wisdom.

According to the National Education Act 1999 (revised 2002) and the Compulsory Education Act 2002, Thai education can be categorized into three types, i.e. formal, non-formal, and informal. Formal education is the system in which the objectives, curriculum, procedures, study period as well as evaluation have been specifically established by authorized agencies such as the Ministry of Education. Non-formal education is more flexible than formal approach; nonetheless, its contents and curricula have to be appropriate, respond to the needs of individual groups of learners. Informal education is very much a different system from the former two categories. This type of education will enable learners to learn by themselves according to their interests, potentialities, readiness, and opportunities available from individuals, society, environment, media, or other sources of knowledge. This study will only focus on formal education; non-formal and informal education is outside its scope.

### **1. Thai Formal Education Framework**

Formal education is the main skeleton of Thai education and has been compulsory for all Thai children from pre-elementary to upper secondary education

for a total of 15 years since 2009. It can be divided into two levels, i.e. basic and higher education. Basic education consists of three sub-levels:

1) Primary Education Level (Primary education grades 1-6)

This level covers the first stage of compulsory education. It focuses on acquiring various skills--reading, writing, calculation, fundamental thinking, communication, social learning process and fundamentals of human beings—as well as complete and balanced development of quality of life in various respects—physical, intellectual, emotional, social and cultural—with emphasis on integrated learning management.

2) Lower Secondary Education Level (Lower secondary education grades 1-3, also known as grades 7-9)

This level covers the last stage of compulsory education. It focuses on allowing learners to explore their aptitudes and interests, promoting development of individual personality, skills for critical and creative thinking, problem-solving, life skills and skills required to apply technologies as learning tools, social responsibility, proper balance in regard to knowledge, virtue and pride in Thai-ness, which together provide a foundation for future livelihood or further education.

3) Upper Secondary Education Level (Upper secondary education grades 4-6, also known as grades 10-12)

This level focuses on increasing specific knowledge and skills in line with capacities, aptitudes and interests of individual learners in regard to academic and

technological application, skills for high-level thinking process, ability to apply knowledge for further education and livelihood, and self-development and national progress in accordance with students' respective roles, as well as ability to lead and offer community services in various respects.

## **2. Concept and Importance of Thai Secondary School**

As mentioned previously, this study is focused on the secondary school, which is one of the key players in Thai education. According to its major role, the secondary level intends to prepare students to move toward their professional goal, hence, providing students with the additional knowledge and skills necessary for professional learning. Moreover, it aims to respond to the capability, proficiency, and interest of individual learners, both academically and professionally. It is considered as a preliminary unit to develop the students' expertise to match the needs of the labor market. Investment in secondary school can provide a great outcome if it acts as a critical connection between elementary or primary education, undergraduate education, and the labor market. On the prospect of learners, upper secondary school students acquire technological know-how, skills, and advance their analytical thinking ability. In this way, the students can apply their skills and knowledge to their further studies or future work. Hence, the students can adopt appropriate roles and become leaders in the work place (National Institute Education Testing Service: NIETS, 1999).

### C. THAI NATIONAL EDUCATION STANDARDS

Office of the National Education Council Ministry of Education. The Council of Ministers gave its approval to the National Education Standards, at its meeting on October 26, 2004. It also instructed education agencies at all levels to avail of the guidelines for conformity with the standards prescribed.

Provisions of the National Education Act 1999 and the Second National Education Act 2001 mandate the Education Council to propose the National Education Standards. During 2002-2004, therefore, the Office of the Education Council (OEC) have taken measures to prepare the National Education Standards in collaboration with relevant agencies, core organizations and persons concerned. The National Education Standards will henceforth serve as guidelines for further enhancing the quality of national education.

*First standard:* Desirable characteristics of the Thai people, as both citizens of the country and members of the world community; The Thai people will be competent, virtuous and lead a happy life.

Educational provision is aimed at the full development of all Thais to be "competent, virtuous and happy people". Such development will be appropriate for the different stages in their life, in accord with their natural inclinations and their highest potentiality. It will serve the learners' needs in all aspects: physical and mental health; intellect; knowledge and skills; morality; integrity; and ability to live in harmony with others.

#### **Indicators:**

##### **1.1 Sound physical and mental health**

- 1.1.1 The Thai people are endowed with sound physical and mental health, with full development in all aspects: physical, mental and intellectual growth in accord with the age-development norm.

**1.2 Required knowledge and skills sufficient for leading a meaningful life and social development**

- 1.2.1 Thai people are able to learn to the best of their potentiality.
- 1.2.2 Thai people will be able to find full employment and apply their knowledge for job creation and for social benefits.

**1.3 Skills in learning and self-adjustment**

- 1.3.1 Thai people are capable of self-learning. They will be avid for knowledge, ingenious and able to avail of different sources of knowledge and media for enhancing their capacity themselves as well as contributing to social development.
- 1.3.2 Thai people are able to adjust themselves; enjoy good human relations; and able to work harmoniously with other

**1.4 Social skills**

- 1.4.1 Thai people will appreciate and recognize the important roles of nature, environment and society. They will have the essential skills and competencies for leading a happy life in the society.
- 1.4.2 Thai people will have a sense of responsibility. They will understand, accept and appreciate the values of cultures different from their own. As members of the Thai society and of the world community, they will be able to find solutions to various problems through peaceful means.

### **1.5 Righteousness, public-mindedness and consciousness of their citizenship of Thailand and of the world**

- 1.5.1 Thai people will have righteous bodily conduct, righteous speech and righteous mentality.
- 1.5.2 Thai people will have moral and social responsibility and keen awareness of the dignity of being Thai. They will be proud of their forefathers and deeply rooted to their motherland. They will also observe a democratic way of life. Besides, they will be good citizens who offer voluntary services for the benefit of the community, society and, ultimately, the whole world.

#### **D. EDUCATION QUALITY CONCEPT**

Education is another key index of the extent of a country's development. Therefore, many organizations, both profit and non-profit, have realized and focused on the importance of education, and many scholars have provided several definitions of education in many aspects as follows. Aristotle defines education as "The root of education is bitter, but the fruit is sweet"(Moorcroft, 2005). On the other hand, John Dewy, a guru of education administration, explains education as "Education is not preparation for life, education is life itself" (Barnhard, 2001). Nelson Mandela, 1993 Nobel Peace Prize laureate stated that "Education is the most powerful weapon which you can use to change the world" (Education for All, 2009).

According to NIEST, education is a learning process of individuals and

society's advancement by passing on knowledge, training, apprenticing, cultural transferring, academic creativity and development, creating a body of knowledge from the management of the environment, society, learning and supporting individuals for life-long continued learning.

Pongpaiboon (2000), former permanent secretary of the Ministry of Education, indicated that education quality was the fifth requisite of life. Education produces knowledgeable and skillful people. Moreover, education is one of the most important factors in the era of globalization today.

In summary, education is not only about reading, writing, and arithmetic (the "3Rs") as commonly understood. Other abilities such as social, communication, cooperation, critical thinking, and problem-solving skills are also considered very crucial for people to behave and perform properly. Additionally, some extra skills related to an occupation such as technical and vocational practices are also required in order to be successful in the labor market (World Bank Group Education Strategy, 2002)

### **1. Education Quality**

Quality in education is defined in various ways similar to quality in manufacturing and in service. Education quality is a multidisciplinary idea and cannot be easily accessed by only one indicator. According to the literature review, several authors have delineated the specific meaning of education quality differently including value (Feigenbaum, 1951), conformance to specifications (Crosby, 1979), defect avoidance (Crosby, 1979), excellence (Peters and

Waterman, 1982), meeting and/or exceeding customers' expectations (Parasuraman et al., 1985), fitness for use (Juran and Gryma, 1988), etc. Apart from defining it according to a specific meaning, Cheng and Tam (1997) defined "education quality" in a multi-dimensional fashion as "the character of the set of elements in the input, process, and output of the education system that provide service that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations." It can be seen that although education quality is defined in various ways, all meanings are in the same direction, usually related to fitness of use and satisfaction of the needs of strategic constituencies, including policy makers, parents, school management committees, teachers, and students. Since it has several meanings, education quality can be measured using many different indicators.

Some researchers have focused on the quality of input while others have emphasized processes and outcomes. It is widely known that education represents one of the most interesting and challenging areas for quality improvement. Public schools in the United States have applied the principles of total quality (TQ) in their organizational management. In order to achieve the required quality, they have established four pillars: strong quality leadership (via planning and training), continuous improvement (via the performance appraisal review process, comprehensive local education plan, performance measurement system, and comprehensive local education plan), customer focus, and system/process focus, which serve as a foundation for the schools (Kelemen, 2003).

Quality in education is closely concerned with the system of accountability

and performance appraisal to control desired quality, such as certain standards, knowledge, and skills in accordance with society and labor market expectations (Saiti, 2012). Quality assurance influences school strategy, especially in a competitive environment, to ensure that all stakeholders will achieve appropriate knowledge and fulfill their needs. Quality assurance is an important mechanism which can drive the change in school strategy.

Developing a framework for quality requires the involvement of all staff members. The concept of quality must be clearly defined and should be relevant and meaningful to all stakeholders. Responsibility, accountability, and ownership are critical factors in achieving quality assurance. Establishing a quality system will enable the school to identify the specific requirements of parents and students and make them happen. Most of the time, an organization's standards, some of which are specific to resources and operation, will be established. A standard should clearly define the school's true capability so that it is possible to be achieved and measurable.

In addition, quality assurance in the school is a continuing process because all involved parties, including parents, students, teachers, and administration, can change their requirements over time. Therefore, persuading members to realize, understand, conform, and accept quality assurance continuously is a very challenging task. Schools must have a proper management structure and organization culture to raise the awareness and stimulate the involvement of every participant in the quality assurance process. Successful implementation of any activity to improve school quality requires the awareness of the entire staff, and

two-way communication and staff development are strategically important to facilitate the achievement of the school's objectives. The strategies necessary for the success of quality improvement vary from school to school. Management commitment is considered the first step in quality implementation in schools to promote confidence and create unity among school staff members. Staff awareness and commitment are the most difficult part and typically are very time consuming processes of all stages. Certain actions might ease this process, such as information distribution to all members and ensuring that all of them understand everything clearly. As mentioned several times, quality improvement has to be carried out at all levels in the organization. Group discussion to determine the mechanism for identifying the needs of internal and external customers as well as the mechanisms for measuring performance against standards or benchmarks is one of the important stages for quality improvement. Staff development is also an essential element to promote quality improvement (Hawtin, 1994).

It is important to note that the education system is different from the production and service sectors in that it not only involves process input and output but also a multiple constituencies of an education institute. As a result, it is possible to find an excellent school with low quality in some aspects. As mentioned earlier, the indicators of education quality have many aspects depending on the school's interests and objectives, hence different schools will have different missions, strategies, and processes to improve their quality. This perception is in close agreement with the idea of Cheng and Tam (1997); thus, achievement of education quality in different schools can be achieved using dissimilar strategies and can be

evaluated by various indicators. As a result, it is not worth concentrating on the indicators and strategies of all aspects of the input, process, and outcome of the educational institution. Nonetheless, a combination of some indicators might be sufficient to statistically represent education quality in a specific prospect, which will serve as fundamental data for administrators or policy makers in reaching conclusions and making the right decisions to improve education quality. Nowadays, the role of quality management in education is gaining more and more importance. Quality management is currently one of the major issues in the educational institute. To enhance education quality, an effective and motivating environment has to be created, together with the concern for all stakeholders' requirements. The Dakar Framework for Action in 2000 declared that access to quality education was the right of every child and that quality was at the heart of education (World Bank, 2005). This declaration has expanded the definition of education quality to cover the whole education process, i.e., the desirable characteristics of learners (healthy and inspired), processes (capable teachers of using active teaching techniques), content (appropriate and approved curricula), and system (good governance and equitable resource allocation). Yulia (2010) considered student motivation as an essential element for the educational environment to improve education quality. Several management tools have been used successfully.

## **E. EDUCATION ADMINISTRATION CONCEPT**

### **1. Definition of education administration**

Generally, administration is used in large definition including of all kind of management both state and private sectors while the word Administration and Management are used to replace each other but mostly, Administration is used for state organization and non-profit organization meanwhile, Management is used for private business in the most.

Bettl (referring to Phanumphorn Chantrapanya) gives definition of Management as the process of using necessary resources in reaching the objectives of organization, one of the necessary resources is personnel in organization.

Wirot Sarratana (1999, page 3) said that Management is process of working to reach the organization goal depending on management necessary role called Planning organization management, Leading, and Controlling. Thawil Aranyaves(2002) Said Administration is a science, which doesn't have fixed, be able to flexibly use depended on situation. Muntry Lohvithi (2006) said Administration is the art of work to reach the goal together with other. Working to reach objective is the section of action implementation from 2 people up working together for the same goal.

Nunthanee Sathearnsakpong (2006) gives the definition of Management is the usage of men and techniques in order to finish the work as objective or work planning, preparing of manpower money material power and time to gain the most benefit by using less payment. To achieve the objective set by preparing

environment like money man material and time to be element of work implementation, work planning, and work operation to reach the plan by preparing manpower, money, material, liaison, directing, communicating, and optimal controlling, the art of getting thing done through and with people.

Jaruphung Pholdej(2003) give the definition of Management that Management is Allocation, mobilization of all sectors, government, private, and people, and local government and method of administration implementation such as man money material including of communication and method of managements to achieve following objectives and for people to gain most benefit.

According to definition of administration, concluded administration is directing process in usage of resources in administration as man money material to reach the goal as planning communicated with duty of administration such as planning organizing leading and controlling (Subin Hinpang, 2007)

## **F. ADMINISTRATION FACTOR**

### **1. Leadership in administrative behavior factor**

People are the ultimate resource in the organization. Furthermore, the behavior of personnel in the organization is important for administrators to be aware of their importance and self-improvement because the factors of organization will success or fail depending on the potential of personnel such as in school, the administrator is a leader who needs to create responsibly and self-awareness to

collaborate with the team to receive an ultimate goal. In this era, educational reform and learning process has to collaborate with the educational system and preparing learning process to become an ultimate goal. Therefore, it was affecting to an educational system because the administrative behavior is important to have the knowledge skills and ability in order to guide the learning process to become achievements. Thus, leadership behavior is classified because they focus on the study of specific behaviors of a leader. For behavioral theorists, a leader's behavior is the best predictor of his leadership influences and as a result is the best determinant of his or her leadership success. According to the concept of Sergivanni and others said that leader behavior is a collaborative process by the role of administrative management to cooperate with teamwork to become an accomplishment.

Drucker said that behavior means the role of a leader in the group is to provide direction, coordinate the activities of the individual members constituting the group and to ensure consistency.

Simon Herbert explains that behavioral leadership means the art of making creative decision to be an ultimate goal. The management or leader is the person who uses the art in performing the work to achieve the aims of the organization.

Cater explains that behavioral leadership means a practical skill encompassing the ability of an individual to lead or guide other individuals, teams, or entire organizations.

Hersey and Blanchard explain that the cooperating with members of organization to obtain an accomplishment.

Owens explains that behavioral leadership is an action role that leaders encourage the group to accomplish. They will focus on key success factors. 1) Managing within the group to develop the product together. 2) Developing a support network.

Sergionvanni explains that behavioral leadership is an important part of the engagement and improve the moral and ethics of leaders and followers in order to encourage awareness of the main goals of the institution and also the effectiveness of educational administration.

Bass and Avolio explain that behavioral leadership is a process of action where leaders influence group to achieve organizational goals.

Leadership is the most important factor in the performance of school administrators because it is a process which leaders create systems of relationships in various activities in the organization. It will compare with the brains, veins, arms, and the strength of the organization that all executives must use as a way to succeed. Leadership is a role and a critical factor in the success or failure of school. Based on the theory, the researcher concluded the idea of Hout, Hoy and Mischell explains that leadership is important that affects the success of the executives and also affecting the performance of members in the organization. According to Moris suggest that the key success executive behaviors. There were as follows. (1). Understanding the problems and also know the ways how to solve the problem (2).

Making a relationship with the teacher and staff as well (3). Resource coordination is an opportunity for all the staff to find the solution to dealing with the issue. Based on the theory above is very important to executive behaviors and there were the following steps to show about these skills as follows.

1. Directiveness Leadership
- 2 Support Leadership
3. Participative Leadership
4. Achievement Leadership

1. Autocratic Leaders

Autocratic Leaders mean the management style wherein one person controls all the decisions and takes very little inputs from other group members. Autocratic leaders make choices or decisions based on their own beliefs and do not involve others for their suggestion or advice.

2. Supportive Leadership Behavior

Supportive leadership behavior refers to the behavior that the person who uses the demonstration is interested in. This type of leader is a supportive leader should concern the needs of followers and then try to fulfil them for increasing the efficiency of the followers.

3. Participatory Leadership Behavior

Leadership behavior refers to the management behaviors that leaders consult with their followers all the time. This type of leader is interested the

suggestions of the followers and take the suggestions to participate in the pre-decision considerations.

#### 4. Leadership Task-Oriented Behavior

Successful leadership refers to the management behaviors that leaders create ultimate goals for their followers. Leadership success is expected of the followers of the high level. It will improve the performance of followers appreciate with high confidence level and believe the followers will have a high responsibility and also make efforts and create challenging goals.

### 2. School Atmosphere Factor

School atmosphere is the overall environment within the school, including people, building, location and etc. The organizational environment is the situation that arises from the interaction and also affect to the feelings of people in the organization. Therefore, the organizational environment is important for people and influences in the work and achievement goal. On the other hand, a great environment contributes to the idea, mind and moral will make people feel satisfied, proud and can create a new thing in their life. Thus, it can be seen that the organizational climate is the influence of the employees. (Chularate Seknamchok 2005: 11)

#### **The Meaning of School Atmosphere**

There are many definitions of school atmosphere. There are the following steps.

Hoy and Miskel, (2005: 221) concluded about the school atmosphere is the whole environment within organization result in the school, including people, building, location and society.

Stringer, (2002:68) explains about the organizational atmosphere is the perception of the ideal or sense of personnel in the current working environment. This is part of the motivation in the organization.

(Hoy and Clover 1986: 94) concluded that the definition of organizational climate refers to the perception of the working in a new environment. As a result of the behavior of school administrators and teachers that effect from collaborative atmosphere.

In concluded, the atmosphere of a school is the working in a new environment within a school that a person can learn and create a high expectations for success goals. Positive atmosphere exchange and involvement will affect to the behavior of the personnel to obtain the achievement goal.

### **The Elements of School Atmosphere**

The study of the school atmosphere will explain below as the following steps and the findings of this study show the composition of the school atmosphere that affects the effectiveness of the school.

Hoy and Miskel, 2005: 221 explain that The school administrators should encourage the organizational atmosphere where the administrators listen to their opinions or suggestions from the teachers. Therefore, the encouragement for professional development and give the motivation for working are very important

and can support the school atmosphere well. Moreover, teacher's behavior will encourage and make interpersonal interactions feel friendly and more efficient to study.

Halpin and Croft 1966: 40) studied the school atmosphere from desirable atmosphere to unpleasant atmosphere. There are 6 steps of the school atmosphere that follow

1. The open climate is an atmosphere conducive to high spirit. Teachers can work cooperatively and satisfied with their work. Teachers have to proud of being a member of the school and also Management has a personality help the teacher well. Teachers and administrators are very flexible as appropriate. Management does not focus on hard work. But how to create leadership in the team.
2. The autonomous climate is the atmosphere in which the administrator allows the teacher to have a relationship with the group. It is a very good relationship. Collaborating in the work at the same level and teacher allow to use their abilities to focus on the work and also more give the opinion toward with the task.
3. The controlled atmosphere is the atmosphere where the management is focused on the work. The teacher has high morale when teachers are different, they focus on their work. Lack of flexibility at work. The teacher is distant from the audience. The administrator often follows their own opinions. The administrator does not listen to the teacher's comments.

Management practices are always exemplary. The administrative support for teachers is low.

4. The familiar climate is the atmosphere where the administrators and teachers are very friendly. However, the administrators abandoned the directorial work, causing the teachers to work less. Management is not strictly regulated. I feel that the work is very flexible, no barriers to work. Teacher-friendly relationships are at a high level. Teachers' morale was at a moderate level because the school administration is like a family business. Teachers feel that they are always supportive. Management is very close to the teacher. Non-focus, direct, indirect, and indirect evaluations.
5. The paternal climate is the administrative atmosphere. Teachers have a sense of self-responsibility. The friendship between teachers is low. The teacher's morale is low as the supervisors observe the work closely. The teacher works hard all the time and have a spirit to work. Teachers and administrators are very different. Teachers feel that executives focus on the work. The support of the management is limited to teachers.
6. The closed climate is the atmosphere that manages without regard to the needs and well-being of the teacher. Management strictly enforces the rules. Teachers lack coordination. Teachers are not satisfied with their work. The teacher's morale is lower. The interaction between teachers and administrators was moderate. The management used close monitoring. Teachers feel that the management is very distant from the teacher and management is very high performance.

Halpin and Croft analyzed the six organizational climate models. The open atmosphere is the most desirable atmosphere. The closed atmosphere is the most undesirable atmosphere. The organization has such an atmosphere should immediately resolve the issue. Therefore, the open atmosphere is appropriate and the goal is to develop the effectiveness of the school.

In concluded, the composition of the school atmosphere. The researchers have defined as follows.

1. The closed atmosphere is the atmosphere of work conducive to the success of the work. Security of work and internal environment awareness for personnel.
2. The atmosphere of exchange among school personnel.
3. The expectations of success for students in school.

### **3. The factor of school culture**

School culture is a pattern in the school's operations, which affects the behavior of the personnel in the school's activities. The culture of the school is defined as follows.

Cooke and Lafferly 1983; According to Atipporn Thonglor, 2003, school culture are the behavioral pattern that the personnel take as a guideline for action. The beliefs, values, and the expectations of the workers in the organization.

(Schein 1990: 11) explains that the organizational culture is the conception of the basic idea of a member within a group. It can be learned in solving problems for adaptation to the external environment and integration within the group. It is considered a value and a training to new members. It is the right way to perceive thoughts and feelings that are related to problems.

Mathematician Vichai (2008: 46) said that school culture is a belief value.

In summary, the school culture is about creating a good value through shared vision and beliefs. Therefore, there are activities to preserve and convey the behavior of school personnel to the next generation.

### **The elements of the school culture**

The culture of the school is shown the results of the study indicate the school's culture that influences the effectiveness of the school.

Coke and Lafarge (Atiporn Thonglor 2003; According to Cooke & Lafferty, 1983), there is an element of the organizational culture that is appropriate and achievable goals.

Creativity constructive styles have the characteristics that members are encouraged to interact with others. The satisfaction of personnel in the organization is divided into 4 dimensions as follows.

1. To stress in success is defining the goal together, to have the reason for tasking, to have planning quality, enthusiasm and think that tasks are an important thing in life.

2. To stress personally needs is focus on the needs of the person in the organization. The goal of the work is quality rather than quantity. The success of the work will come with the advancement of the person, make personnel feel proud of and commitment to the organization.
3. To support is participatory management, focus on the person at the centre, good quality in communication in the organization, personnel are happy to work because they are always progressing in working.
4. Focus on friendship is the organization values relationships with respect, get to each other and sincerely

Suthorn Wongwaisayawarn (Refer from Deal and Kennedy: 1982: 217) the proposed cultural organizations are strong organization has a major cultural component.

1. The values to affect the mission and the belief of the organization.
2. Have heroes which are reflected in the story of the organization.
3. There are activities to emphasize the values of the organization.
4. Have a network of cultures, cultural communication is instilled and emphasized in organizational culture for members of the organization.

Conclusion, Component of school culture, the researcher has defined consist:

1. Creating good values, it is the shared belief of school personnel reflected through shared vision and beliefs. This is a pattern of correct action towards a school goal.

2. Making good communication values mean how to create goodwill and communication values between personnel in school.
3. There are activities to maintain the school culture mean an activity that emphasizes the values of good faith in school to the next generation.

#### **4. Teacher Quality Factor**

Teaching as a profession can be considered as an asset or human resource of a school. The competencies of teaching professionals absolutely add value to the academic institute. According to human resource theory and practice, competency refers to an individual's demonstrated knowledge, skills, or abilities (Ulrich et al., 1995). Teachers can reveal their competencies by delivering ideas, programs, and initiatives to their schools in addition to their routine teaching work. Teachers are also human capital that can create value and sustainable competitive advantages. Especially, service sectors like schools, teachers are the backbone of the organization. Schools are places that generate knowledge, new skills, morality, and so forth. According to a McKinsey Report (2007), the quality of teachers and the school principals have influence on the quality of the education system as well as the quality of students in classes. Therefore, the teacher is one of the key factors in producing qualified students so teachers are required to carry out their roles efficiently. Teachers must have competency to deliver a quality learning process to their students.

According to Barney (1995), all firms and many others need to find out their competitive advantages; otherwise, they will face an unfavorable situation and

become low-performing firms. A competitive advantage is considered as a resource of the firm that is excellent compared to its competitors. Competitive advantage can be in many forms, either tangible or intangible assets, and should be internally created, such as financial stability, raw materials, skills, capacities, competence, technology, modern equipment, facilities or even brilliant employees in the firms. From the school perspective, teachers can be counted as a competitive advantage. Accordingly, schools' principals have to take the issue of teacher quality into account as well. Qualified teachers can be created or trained. The more training, they get, the more likely that positive outcomes will return to the schools. Highly-experienced and dedicated teachers are also counted as invaluable school assets. Nowadays, the academic environment has changed rapidly; therefore, principals need the skill of management to monitor and handle these changes. School principals must evaluate their strengths and weaknesses as well as those of the followers, and know how to utilize their strengths and remedy weaknesses to manage the schools. Qualified teachers and learning resources, modern technology and facilities are counted as schools' competitive advantages and produce competency. Students from many well-known schools in the Bangkok Metropolitan area such as Trium Udom Suksa, Mahidol and many Catholic Schools often have O-NET and GAT scores at the top rank of the nation (2014 O-NET and GAT Scores from NIETS). These schools are fully equipped with modern and high technologies that help to facilitate the teaching and learning processes. Under proper components, qualified teachers together with excellent resources and facilities, the education quality of the school can be assured.

### **Overview of Thai Teachers**

According to a Teacher Watch Report from the Ramajitti Foundation (<http://www.ramajitti.com/info.php>), Thai teachers have an average teaching load of 22 hours per week. Astoundingly, some teachers teach all 8 core subjects, including supplementary activity courses such as boy and girl scouts, and school guidance activities; therefore, many teachers have experience teaching all 10 subjects. Besides teaching, some have the responsibility of administrative tasks, for example, documentations, paper works, finance, etc. Asking Thai teachers about their attitude toward their careers, 48.5 percent and 34.5 percent of principals were willing to have new jobs, while 61.6 and 43.5 percent of the teachers and principals, respectively, were willing to voluntarily join early retirement programs. Interestingly, 91.7 percent of Thai teachers have joined only one professional development program in a year.

Among several factors that can have a significant impact on education quality, such as curriculum, teaching and learning environment, education policy, etc., teacher quality was the main topic in the 2nd Education Forum organized by PICO (Thailand) Public Company Limited. This event gathered many educational experts nationwide to discuss and suggest options that were applicable to educational institutes in order to improve the nation's education.

One of the most interesting issues raised by Dr. Jutarat Viboonpol, Associate Dean of the Faculty of Education, Chulalongkorn University, was the result from the national assistant teacher's examination, where a very small portion

of the examinees passed the test (Prachachart Turakij, 2013). According to 2013 data, only 6.5 percent or around 5,000 examinees passed the test. There are 5 ways to be eligible to take the assistant teacher's test and obtain a teaching license in Thailand, i.e., a) obtain a 5- year bachelor degree in education; b) obtain a graduate diploma for the teaching profession; c) obtain a special training certificate in teaching; d) pass an evaluation test for the teaching profession; and e) pass an equivalence test for the teaching profession. Among these five channels, the first two are the most popular routes in Thailand. Hence, several questions arise particularly on why so many bachelor degree graduates in the teaching profession could not pass the test, and if the teaching education institutes in the country are qualified for the job. It is very important and essential to pay attention to every step of training people to become effective teaching professionals, beginning from recruitment, curriculum design and development, teaching and training processes, etc. It is, however, very often found that only professors affiliated with a faculty of education take decisive responsibility for all previously-mentioned tasks without any involvement from academicians from other faculties, even though the students in the faculty of education have to take many courses from other faculties; for example, students with sciences and mathematics majors have to take several subjects from the faculty of science. In addition, basic education institutes that are the major users of these graduates rarely have a chance to participate in the teacher preparation stages. It has also been found that most teaching education institutes in Thailand emphasize quantity rather than quality, which is different from other advanced nations whose education management is highly successful.

In Korea and Singapore, for example, only high-quality students are recruited into the teaching education system. Finland has even established a multiple-step process to recruit qualified teachers, including writing exams, attitude tests, interviews, working observations, etc. Dr. Jutarat Viboonpol further questioned the standard of teaching education in Thailand among different institutes and learning modules as well as the quality of graduated students from various teaching education institutes. The Office of the Education Council has specified three major approaches to directly improve Thai education quality, including problem-based learning curriculum, high quality teachers, and innovative teaching materials (from Daily World Today, September, 9, 2013).

According to Prof. Dr. Somwung Pitiyanuwat, ex-acting principal of the Office for National Education Standards and Quality Assessment (ONESQA), Thailand has a surplus of teacher graduates but many of them are not qualified to teach (Komchadluek, 2009). Conforming to earlier statements in regard to the McKinsey Report, Thai education quality is thought to be lower than that of its neighbors. The Thai government has been confronted with a prolonged quality education problem for many decades. The MOE has launched a number of great education plans but has never accomplished its mission. The Tenth National Economic and Social Development Plan (2007-2011) indicated that it was necessary to improve the quality of education, especially in the area of teaching and learning, for example, investing in raising the quality of the entire educational system, adjusting teacher training and setting new standards for professional

development to ensure quality and high moral standards among teachers in order to promote the intensive use of information technology to enhance learning efficiency.

### **Teacher Quality Attributes**

McKinsey Report (2007) indicated that a major construct for enhancing quality education is the quality of the teacher: “The quality of an education system cannot exceed the quality of its teachers.” Many researchers have studied this topic and found that there is a very positive relationship between effective teachers and student achievement (Dorfman et al., 2006; Santos, 2007; Chait, 2009; Education for All, 2005).

Teacher quality is a major determinant of quality education. The quality of teachers has many definitions; however, the most common characteristic of a quality teacher as stated in the EFA Global Monitoring Report 2005 is the following: “teacher quality is hard to express because it includes many indicators, and aspects including interactional behavior between students and teachers.” Teacher quality is also defined as a set of indicators that demonstrate academic achievement, the student’s high performance, as well as the achievement of setting school outcomes. Mostly, teacher quality also works as a clue to imply teacher competence, instructional practice, etc. DuFour and Marzano (2011) insisted on the necessity of quality teachers in the school because quality teachers are human assets that are capable of delivering quality education. While many researchers define the quality of the teacher in the same direction, citing for example performance, knowledge, skills, professionals, motivation, accountability,

etc., teaching qualifications are a prerequisite requirement in the assessment of quality teachers, such as skills, knowledge, etc. However, quality teachers are intangible attributes and difficult to assess, unlike the teaching qualification evaluation. Strong (2011) argued that the definitions of quality are often very broad and used interchangeably with many words such as effective, good. Therefore, under different circumstances, the definition of quality will vary in different contexts. With a broad definition, teacher qualification can be divided into numerous categories such as competency reflection (degree, exam score, etc.), the personal qualities of a teacher (kindliness, patience, fairness etc.), pedagogical standards, effective teaching (successful teaching, ability to draw students' intention in class) and so forth.

Goe and Stickler (2008) analyzed in "Teacher Quality and Student Achievement: Making the Most of Recent Research" that the quality of the teacher can be classified into 4 lenses to determine the quality of teachers as follows:

- 1) Teacher qualification: educational background and experience in the teaching field that may be considered as a particular attribute that the teacher brings to class (coursework, grade, degree, subject matter education, training, etc.)
- 2) Teacher characteristics: attributes and attitude toward teaching career (class expectation, kindliness, collaborative nature, gender, etc.)
- 3) Teacher practices: teaching styles or strategies which could lead to class satisfaction and expectations (communication skills, clear learning

objectives and assessment methods, triggering students' intellectual challenge, etc.)

4) Teacher effectiveness: extra teachers' performance assessment while they are in class

As aforementioned, quality teachers are comprised of many facets, and the definitions and concepts of teacher quality can incorporate 2 attributes, i.e. good teaching: the teacher performs in class a set of teaching criteria; and the other attribute is effective or successful teaching: the outperforming of both students and teachers (Berliner,2005; Fenstermacher and Richardson,2005; Blanton et al., 2006). In accordance with Bond et al. (2000), quality teachers are the product of abounding factors; moreover, quality teachers are expert in their subject matter. Quality teachers automatically draw their knowledge and use their rational judgment on what assignment to give to students to enhance their competency.

It is worth mentioning here that a number of researchers have found that there is a positive relationship between the children's family background, social economic status, parent education background, and the students' achievement. Many studies related to quality teacher state that teacher quality is an independent of personal licensure and personal measurements; thus, measuring quality teachers should include conducting teaching and learning activities in classes. In sum, the quality of a teacher is a personnel characteristic (Shober, 2012). Goldhaber et al. (1999) cited the difficulty of measuring and identifying quality teachers and their components since the idea of a quality teacher is very elusive. On the other hand, a McKinsey Report pointed out that top-performing schools and universities will

have two things in common: effective mechanisms for selecting teachers for training, and paying good starting compensation. However, much of the research has attempted to identify a set of criteria and standards for being a quality teacher, which the researcher will describe in the upcoming part.

### **5. Communication Factor**

Communication is an essential business skill that encompasses reading, listening, speaking and writing. Administrative communications involve writing business correspondence such as memos, notices, reports and letters, speaking in meetings and presentations and listening to all levels of employees, co-workers and superiors to be productive and effective in your position. The quality of communications influences business in many areas, including working relationships, sales effectiveness and perceptions of leadership.

Effective communication is essential to the success of any organization. In order to practice good communication skills, you need to be able to understand what makes up good communication, and then make that part of your corporate culture through policies and practice.

Kreps (1990) defined organizational communication as the process whereby members gather pertinent information about their organization and the changes occurring within it. Generally organizational communication has two objectives. The primary objective is to inform the workforce about their tasks and the policy issues of the organization (De Ridder, 2003; Francis, 1989). Organizational communication is defined as “transmitting news about the work from organization to employees and through employees (Phattanacheewapul & Ussahawanitchakit, 2008; Chen et al., 2005). The second

goal of organizational communication is to construct a community within the organization (Francis, 1989; Postmes et al., 2001; De Ridder, 2003).

Meaningful communication informs and educates employees at all levels and motivates them to support the strategy (Barrett, 2002). This is important as positive attitudes to change are vital in successful change programs (Kotter, 1996), as resistance to change is one of the biggest barriers to overcome. Meaningful communication requires a degree of 'cognitive organizational reorientation' (Van Vuuren & Elving, 2008) i.e. comprehension and appreciation of the proposed change. Elving and Hansma (2008) carried out interview research between management and employees during organizational change. The most important conclusion drawn was that the success of the dissemination and adaptation of organizational change significantly depend upon communicative and informative skills of managers at all levels. Although leaders appear to be aware of fast change within organization (Bolden & Gosling, 2006), communicating that change is difficult (Lewis, 2000). Bennebroek-Gravenhorst et al. (2006) found that along with the role of management on the contribution of the workforce to the impending change, distribution of information and actual communication regarding the need for the change and the objectives of the modification in business organization are also critical.

## **6. Commitment Factor**

The Commitment with organization regard as important things in implemented of personnel to be school quality effecting, Steers (1991: 290) state as the organizational commitment is variable to appearance personality that has the commitment with an organization.

There is a lot of definition of organizational commitment is mostly visual.

1) The desire to remain a member of the organization. 2) Having a willingness to

work for the organization with a high guard. 3) Having in believe and accept in values and goals of the organization. Or in other words, the relationship in an organization be attentive to reflect the loyalty of individuals to the organization.

Steers (1991: 290) state that commitment in an organization means the presence of people with significant organizational relationships. Consist 3 kind: 1) Having in believe and accept in values and goals of the organization. 2) Having a willingness to work for the organization with a high guard. 3) The desire to remain a member of the organization. In this definition, the relationship in an organization be attentive to reflect the loyalty of individuals to the organization and progressive

Narith Sangsuksawang (2009: 87) defined the organizational commitment is the level to show personality with an organization or desire to be a member of a recognized organization and the purpose of tasking is for achieving goals in the organization.

In conclusion, the organizational commitment is personnel's behaviour in school that can show belief and acceptance of personnel towards school goals. And feel proud to be school member cause to be willing to work for the school for the school has achieved its intended purpose.

Relationship's organization element

The study of organizational relationship has been shown and the result of research specify of effectiveness relationship's organization element in school consist:

Luthans 2002: 237; citing Mayer; & Allrand 1998 state that element that supports the relationship in an organization include with:

1. Affective Commitment is the feeling of personnel there is uniqueness organization commitment.
2. Normative Commitment is the Employees must abide by the pressure of another tie in the organization.
3. Continuance Commitment is shown the personal commitment to an organization because of the benefit when finished working in an organization.

Luthans 2001: 237-235 showcase the organization commitment consist:

1. Adhere, tie with the value firms to everyone knows by writing and the administrator has to tell, stress and invariability.
2. Make a clarify, communicated the mission of the organization, make the values of performance by providing orientation and training, and traditional and general culture practice.
3. Insurance in the justice of the organization, make understanding what is personnel di not understand by two way in communication.
4. Make a sense of community, basic values of unity, to use benefit together and team worker.
5. To promote improving personnel to be dare person and empower personnel.

Conclusion, the researcher to set the element of organization commitment that effectiveness to education quality, and the reason for defining variable elements. Follow:

1. Believing and acceptance with the goal is behaviour that values of the school by the respect the values of the school together. And also, successfully in the goal of the school is important.
2. Personnel have the willing in implementation is behaviour that personnel trying in implemented to be a success with high performance. In addition, the benefit will affect personnel after finished and effectiveness at school also.
3. There are feel proud to be a school member is behaviour that personnel to communication shown to be part of the school with value and honoured

## **G. ADMINISTRATION IN ISLAMIC PERSPECTIVE**

### **1. Administration in Islamic Perspective Concept**

Management today is defined as *“Getting things done through others.”*

Following this concept, A

Manager is now understood as the person who works through others. A good manager, therefore, is a person who not only knows what is to be done but exactly how to get it done. The Holy Qur'an confirms:

*“...We raise some of them above others in ranks, so that some may command work from others...”* [43:32]

Description:

"Your Lord's mercy": The Prophet hood. It means: "Your leaders and chiefs whom you regard as big people because of their wealth and dignity and chief ship, are not worthy of this wealth, which has been given to Muhammad bin 'Abdullah (upon whom be Allah's peace). This wealth is far superior to that and for this the criterion is different. If you think that every noble and rich man is worthy of becoming a prophet, it would only show your own thinking. Why do you expect Allah to be so ignorant and simple?"

The Holy Qur'an has also laid down the institutional framework for putting this golden rule into practice:

1. Efficiency & Effectiveness
2. Obedience and Respect for Authority;
3. Principles of Equal Opportunities; and
4. Motivation and Commitment

1. Efficiency & Effectiveness:

If we look at the word "Efficiently" it means that proper usage of resources and less wastage of them. This is one of very important aspect of management. Wastage—either in terms of: material, human capital, energy, machine utilization, or processing time, creates inefficiencies resulting in the increase of costs and consequent decrease in profits. The holy Qur'an has spoken against wastage and lavish expenditure in following words:

*“And render to the kindred their due rights, as (also) to those in want, and to the wayfarer. But waste not (your wealth, time, health, Talents, opportunities etc) in the manner of a spendthrift.” [17:26]*

*“For the wasteful are the brothers of Satan; and Satan is ungrateful to his Lord.” [17:27]*

This is also done through Optimum Capacity Utilization:

The following Ayat from the Holy Qur'an reveals another golden rule that a Muslim Businessman should learn from and practice in his daily life.

*“... No soul shall have a burden laid on it greater than it can bear...” [2:33]*

*“On no soul doth Allah place a burden greater than it can bear... (Pray) Our Lord! Lay not on us a burden greater than we have strength to bear.” [2:286]*

## 2. Obedience, Respect and Authority:

Obedience and respect for authority is the basic fundamental requisite for taking work from others and getting it done. Working through people actually presupposes the willingness of people to obey. It is therefore necessary for those people who are given the job to complete a task to obey all legal and reasonable orders and perform it responsibly, as Holy Qur'an instructs:

*“Obey Allah and His Messenger and those in position of authority among you.” [4:59]*

This is more effectively done through Joint Consultation and Team Work:

The modern world realized the importance of joint consultation) Shura (and teamwork when the Japanese based its management style on it and proved to the world of its effectiveness. The Holy Qur'an advocates for this concept:

*"...And those who do their work through mutual consultation."* [42:83]

*"...Pass over (their faults), and ask for (God's) forgiveness for them; and consult them in affairs (of moment). Then, when you have taken a decision put your trust in God, for God loves those who put their trust (in Him)."* [3:159]

### 3. Principles of Equal Opportunities:

The principle of equal opportunities postulate that all members of an organization shall have equal and fair chances to grow, contribute, and be rewarded accordingly. The Holy Qur'an emphasizes this golden rule:

*"O people We created you from a single male and female couple and then divided you in nations and tribes so that you may recognize one another. "Verily the most honorable among you in the sight of Allah is he who is most righteous of you."* [49:13]

### 4. Motivation and Commitment:

Making people what they are supposed to do requires a certain degree of commitment, which can only be, achieve through motivation. It is an established fact that the way a Manager behaves or deals with the subordinates determines the level and vitality of their motivation and commitment to a great extent. The Holy Qur'an too speaks about this golden rule :

*“(Telling the Prophet) If you had been stern and fierce of heart they (the companions and followers) would have disappeared from around you. So pardon them and ask forgiveness for them and consult them in the conduct of affairs”*  
[3:159]

Islamic management and administration means conducting activities depending upon the guidance of Allah SWT) and following His prophet (SAW) with an accountable mentality, integrity and skill to achieve a predetermined objective. (Wehrich, H & Koontz, H. 1993, Management: A global perspective. Singapore: McGraw-Hill International Edition, p. 38) According to Syed M. Athar, Islamic Management does have the following salient features:

1. Halal Objectives.
2. Halal procedures, methods, tools, and techniques.
3. Following rules and regulations of Islam.
4. Emphasis on group efforts and group co-operation.
5. Recognizing human as the most important and valuable resource.
6. Ultimate aim and objective to have blessings and satisfaction of Allah, the Al-Mighty.

In fine, Management in the light of the Qur'an and Hadith or Islamic Management is the process of planning, organizing, and leading, controlling the efforts of organizational members, and of using all other organizational resources depending upon the guidance of Allah (SWT) and His Prophet (SAW) with an accountable mentality, integrity and skill to achieve the predetermined objective.

## H. STRATEGY TO IMPROVE OF EDUCATION QUALITY

Superior alignment between the organization and its environment and the achieving of strategic goals (Griffin, 1990). The focus of strategic management is on the longer-term survival and development of an organization (Stoner, 1978). According to A. Henry (2008), an effective strategy allows managers to employ the available resources and capabilities of an organization in order to “exploit opportunities and limit threats in the external environment”. As stated by A. A. Thompson and A. J. Strickland (2003), powerful execution of a powerful strategy is regarded as a formula for success in business. As said by P. Tabatoni and A. Barblan (2002), the main target of strategic management is to lead people involved in the development of the organization and help them concentrate on the organization’s image, question its position in a new environment and ensure its ongoing growth. Strategic management provides the frame for decisions about customers and products, various resources including financial assets, organizational systems and technologies, risk, etc. (Morden, 2007).

According to J.Huisman and A. Pausits (2010), the sustainability of high education reforms are supposed to be directly related to the level of professionalism of higher education management that has to behave proactively and entrepreneurially. As said by D. Watson (2000), managing strategy is supposed to be the most important thing a university does; it allows all of its main activities (teaching, research, social and economic service) to be realized. Today, the relevance of strategic management to HEIs is likely to increase as the size of public high education relative to the private not-for-profit and for profit sectors is

decreasing in most parts of the world; besides, public universities are forced to generate revenue from nongovernment sources (Eastman, 2003). Strategic management in a high education institution can be characterized as forward-thinking leading towards those institutional policies that aims for increasing the school's potential for change, a constant concern for quality along with propagation of evaluation methods and quality standards being at the heart of education managers' activities (Tabatoni, 2002). One also should bear in mind that, in higher education, strategic management must be developed with a "keen eye on the specific organizational characteristics of that sector" (Tavernier, 2005); educational management has to be with the purpose or aims of education (Bush, 2007). Strategic planning is a necessity in higher education, as universities "educate the most talented people who are best to secure the future of the next generation" (Kettunen, 2011).

Educational Administration is the importance of administrators, who have to know the Determination of procedure for success in educational administration. therefore, administrators are obliged to be able to have strategy of Management.

The Education Development Plan of the Ministry of Education No. 12 (2560 – 2564 BE)

National Economic and Social Development Plan N0. 12 (2560 – 2564 BE) is the master plan in development country which published in the Government Gazette. The law is enforced from October 1, 2559 until September 30, 2564. The main principle is "people are the center development". Namely, to create a good

quality life for Thai people, develop people in term of discipline, knowledge, skills, creativity, having a good attitude towards society, morality and ethics. The Ministry of Education as the main unit in the education management sector to improve the quality of people in country realized that the importance of .therefore, this vision “to develop the students with knowledge and moral, having quality of life and being happy in society” of Education Development Plan of the Ministry of Education No. 1 2 (2560 – 2564 BE) determined Strategy and goal-setting that can respond essential developments in various fields. There are:

**Strategy 1** Course development, teaching process, measurement and evaluation strategies which aim Thai people to have moral, have protection to changing situation and country development in the future that respond development in term of quality and changing context.

**Strategy 2** Built and developed teachers and educational personnel strategies which aim to build teachers up with demand in all levels and types of educational development and have competency according to professional standards that can use utterly in teaching potential that respond development in quality.

**Strategy 3** Built and developed human resources strategies including some researches according to demand of country development researches. It aimed manpower were built and developed for supporting potentiality in the national competition and have technology knowledge and innovation to support sustainable country development. It responses development in term of quality and changing context.

**Strategy 4** Strategies of expanding opportunities for educational access and learning throughout life. It aimed to deliver educational services to all students in the appropriate level in which context and condition respond development in term of access to services and equality

**Strategy 5** Strategy for the Promotion and Development of Digital Technology for Education, which aimed Thai people gain more opportunities to learn throughout life by using information technology that respond development in field of access in services, equality and efficiency.

**Strategy 6** Strategy of development management system and encourage all department participate in education. It aimed to use worthy resources in terms of budget and personnel that respond development in efficiency field.

According to National Primary Education Commission office (2002: 13) stated the definition of Strategic Planning or improving that are the processes related to make decision for determine mission direction and current strategy of organization that will affect in short and long term future. The perfect strategic planning is based on an agreement of all departments.

According to Pirot Duangwiset (2001: 73-74) claim that strategic planning is long-term planning of decision-making organizations and defining purposes of organization from evaluation of influential factors and selection strategy for work by linking resources and Adapting strategies fit with the environment.

According to Tawil Matliam (2001: 73-74) claim that strategic planning is significant process to administer and management of education in this time because it can help schools recognize the position, the way to reach the goals and how to reach its. Strategic plans help them possible to see the whole side of school. Thus, there are some conceptual guidelines to implement in the future and the most important is schools can respond effectively with the changing context.



## **CHAPTER THREE**

### **RESEARCH METHOD**

#### **A. RESEARCH DESIGN**

This research includes in qualitative research with a case study approach. As quoted from Mudjia Raharjo, terminology case study is defined as the method or strategy to uncover certain cases, or the result of a study in a specific case. This type if research focused on one a specified object which is raised as a case for review deeply so that it could break the reality behind the phenomenon.

A case study in this research is Samarddee Withya School as one of the private schools under office of the private Pattani. Samarddee Withya School was selected because they have held Inclusive School since five years ago, they also have structure management of Inclusive Education and selected as inclusion school model.

#### **B. LOCATION OF STUDY**

This research is located in Samarddee Withya School at Saiburi district, Pattani city, Thailand.

### **C. PRESENCE OF RESEARCHER**

This instrument research in this research was the researcher herself by doing observation, deep interview, collect documents, pictures, processing data quickly, analyze data and make a conclusion, and writing a report. It is equal to what is delivered by Moelong in his book that the position of researcher in qualitative research is complicated. The researcher made a research plan, collected the data, analyze it, interpreted it and wrote the report of research. For that reason, idea that considers the researcher as instrument of research is absolutely correct, because she conducts and involves herself in all step of the research.

### **D. INFORMANT OF RESEARCH**

The focus of this research is the administration factor affecting in education quality and strategy to improve education quality of Samardee Withya School. The informants who have been interviewed by the researcher namely the head of this school, teachers and staff.

### **E. DATA COLLECTION**

The primary data of this research have been explored by three source of data; (1) informant which consist or coordinator/manager of Samardee Withya School, The head of academic position and supervisor of Samardee Withya School, (2) achieves and documents relate to strategy to improve education quality, strategy

panning, school's information, picture, activities and others, (3) place, material and events which consist of administration factor affecting in education quality.

The data collection methods are often performed on qualitative research, namely: interviewing, observation, documentation, and discussion focused (Focus Group Discussion). The researcher used interview, observation and documentation to collect data in this research. The following description of each of these techniques:

a) Interview

In Mudjia, the interview is defined as the process of communication or interaction to collect information by way of question and answer between researcher with the informant or subject research. Further outlined in Mudjia Rahardjo, the interview has two functions as well as to obtain information in depth about an issue in the research, this technique is also a process to prove the accuracy of the information or information which has been obtained by other technique before.

Interviews in this study had been conducted to obtain data related to the administration factor affecting in education quality and strategy to improve education quality of Samardee Withya School.

To simplify the analysis of data, researcher did the coding on interview result. In the interview data source, research gave "IN" code, for informans, researcher gave the code according to their position in organization. "HO", for example, stands for Head School. Meanwhile, a number of explains an order of time when interview is performed. And

the last it will be follow by execution time of interview (date, month, and year) in numeric code.

The example of coding on interview result is IN/HM/01/10-07-2017 which means that result of first interview with Head Master of Samardee Withya School, on July 10, 2017.

b) Observation

Suharsimi Arikunto suggested that the observation also include observation activities with concentration against an object by using all the senses. While Djuneady in his book defining this technique as a data collection technique that require the researchers took to the field to observe things related to space, venues, performers, events, things, time, goals, and feelings. But all need to be observed by the researcher, only things that are related and highly relevant to the required data.

Based on understanding of the above, it can be concluded that the observation is a process of seeking information by utilizing all five senses of the process or phenomenon that is taking place. It produces concrete nature information based on what is seen, heard, touched and felt. In this study researcher used this technique to obtain data related to finding administration factor in education quality and strategy to improve education quality. Meanwhile, the code of data obtained by observation is “OB”, then the number which point out the sequence of time when observation is performed, the letter which indicates the place

of observation, and ended by the date of observation. For example, OB/01/SW/10-07-2017 points out of the first observation at Samardee Withya School which is took place on July 10, 2017.

c) Documentation

The documentation is the process of acquiring information through the fact stored in the form of a letter, diary, photo archive, the result of the meeting, souvenirs, journal of activities etc.

The technique is to record what was going on and as evidence of an event occurring completely or not, not to obtain information from the past. The documentation used to obtain data related to evidence of school-record. Three methods of collecting data in this study are described in the table below.

## F. DATA VALIDITY

The data is considered valid if there is no difference between the reported with actually happened. Meanwhile, to get the validity of research result, the validity and reliability has been investigated using the technique as follows:

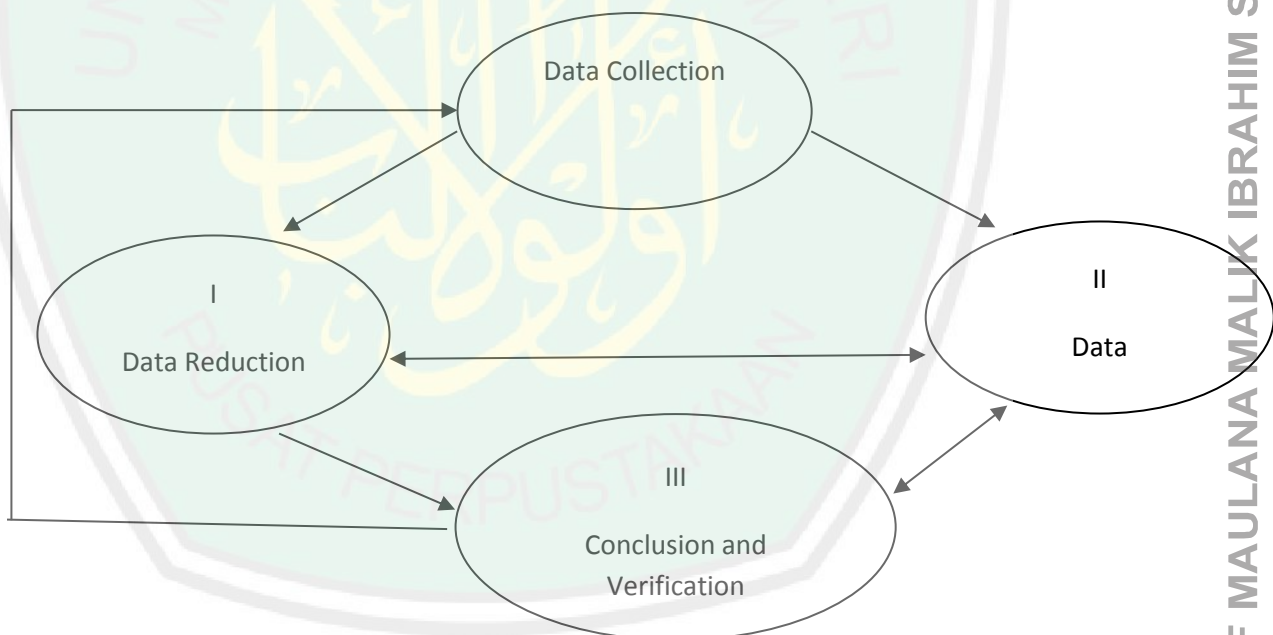
*Persistent Observation* (Persistence Observations) is a constant observation of object of research to understand the phenomenon more deeply on the various ongoing activities at the sites.

Triangulation, According to Morman k. Denkin quoted by Rahardjo, triangulation as a combination of methods used to examine the interrelated phenomena based on different viewpoint and perspective. According to Denkin, triangulation includes four issues, namely: 1) triangulation method, 2) triangulation between researchers (if done with a group of research), 3), and triangulation of data source 4) triangulation of theory. The triangulation has been done as describing in the following table:

<b>Focus of Study</b>	<b>Type of Triangulation</b>	<b>How to Checking</b>
What are the administration factors affecting to the educational quality of secondary level in Office of Private Education Pattani.	Triangulation of data sources	Comparing the data collected from each informant.
	Triangulation method	Comparing the data obtained from the method of data collection, documentation, interviews and observations.
What are the strategies to improve the educational quality of secondary level in Office of Private Education Pattani.	Triangulation of data sources	Comparing the data collected from each informant.

## G. DATA ANALYSIS

According to Bogdan and Taylor, “data analysis is the process of detailing a formal effort to find a theme and formulate ideas as suggested by the data and an attempt to provide assistance to theme and idea.” Data analysis is an activity of categorizing, classifying, describing, and drawing conclusion based on a theme or idea. The process whereby the data obtained will be selected what is needed and accordance with the focus of research and which are less important because it has no relation with problems of research that will be the answer. The following was the data analysis has been performed.



Base on the picture above, it can be conclude that the researcher will use miles and Huberman analysis or interactive analysis model. Interactive analysis model consists of four interrelated components, namely: 1) data collection 2)

simplification of data (data reduction) 3) exposure data (data presentation), and 4) conclusion. According to Mudjia, based on this model analysis, data analysis is not only performed after data collection, but also during data collection until conclusion. The researcher always refers to *suara lapangan* or reality to get a confirmability.

Analysis of data has been conducted simultaneously with the process of data collection, simplification data, as well as exposure and the conclusion phase. In data collection, information received will be analyzed to get information and other data. In this simplification of the data, the analysis will be conducted to determine which the information and answer the focus of the research-related and which are not related.

## CHAPTER FOUR

### DATA PRESENTATION

#### A. MEASUREMENT OF EDUCATION ACHIEVEMENT IN THAILAND

Office of Nation Education Standards and Quality Assessment (Public Organization) Royal Decree Establishing the Office for National Education Standards and Quality Assessment (Public Organization) B.E. 2543

For officiate develop criteria, external quality assessment insurance method and evaluate the results of the studying management to ensure the quality of education. To evaluate external education quality at least one time in every five year. From act King Phumibol to established Office of Nation Education Standards and Quality Assessment (Public Organization).

*Section 5* A public organization shall be established under the name of “Office for National Education Standards and Quality Assessment (Public Organization)”, with an acronym of “ONESQA.”

*Section 8* To attain the objectives stipulated in Section 7, the Office shall have the following functions:

(1) to develop the external assessment system, set the framework, direction and methods for efficient external assessment in line with the quality assurance system of the educational institutions and the agencies to which such institutions are attached;

(2) to develop the standards and criteria for external assessment;

(3) to certify external assessors;

(4) to supervise and set standards for external assessment conducted by external assessors as well as to issue certification of standards, provided that in case of necessity or for the benefit of study and research for development of the external assessment system, the Office may carry out an external assessment itself;

(5) to develop and train external assessors; prepare training course curricula and encourage private, professional or academic bodies to participate in the efficient training of external assessors; and

(6) to submit annual reports on the assessment of educational quality and standards to the Council of Ministers, Minister, Minister of Education, Religion and Culture, and the Budget Bureau for consideration in formulating educational policy and allocating budget for education, as well as to disseminate the reports to the agencies concerned and the public.

**Measurement School Succeed (4 years)**

Project/Activities	Measurement	Achievement			
		2017	2018	2019	2020
<b>1. Reinforce Muslim Genius Project</b>	<b>Not Less Than</b>	89	91	93	95
1.1 Halaqoh	Not Less Than	90	92	94	96
1.2 Moral Monthly Activity	Not Less Than	90	92	94	96
1.3 Nasihat Daily	Not Less Than	90	92	94	96
1.4 Sunnah Practise	Not Less Than	90	92	94	96
1.5 Pray's Jama-ah	Not Less Than	90	92	94	96
1.6 Qiyamullai	Not Less Than	90	92	94	96
1.7 Fasting's Sunnah	Not Less Than	90	92	94	96
1.8 Praying Dhuha	Not Less Than	85	90	92	95
1.9 Say Salam	Not Less Than	90	92	94	96
1.10 Stain in row activity	Not Less Than	85	90	92	95
1.11 Civil boy scout	Not Less Than	90	92	94	96
1.12 Dormitory Activity	Not Less Than	90	92	94	96
1.13 Evening Sports	Not Less Than	85	90	92	95
1.14 Welcome first year student activity	Not Less Than	90	92	94	96
1.15 Bye senior activity	Not Less Than	90	92	94	96
1.16 Field Trip	Not Less Than	90	92	94	96
1.17 Read Azkar Daily	Not Less Than	95	96	97	98
1.18 Itikaf yearly	Not Less Than	85	90	92	95

1.19 Safety transport activity	Not Less Than	85	90	92	95
1.20 Student council activity	Not Less Than	85	90	92	95
<b>2. Ethics Training Camp</b>	Not Less Than	-	95	-	97
<b>3. Islamic Philosophy</b>	Not Less Than	87	91	93	95
3.1 Love to Read	Not Less Than	85	90	92	95
3.2 Hadis Daily	Not Less Than	90	92	94	95
3.3 Voice Activity	Not Less Than	85	90	92	95
3.4 Languages Daily	Not Less Than	90	92	94	95
<b>4. Field trip to learn</b>	<b>Not Less Than</b>	87	90	94	96
4.1 Learning activities outside the venue.	Not Less Than	85	90	94	96
4.2 Learning with folk wisdom	Not Less Than	90	92	94	96
4.3 Knowledge to learn monthly	Not Less Than	85	90	94	96
<b>5. Art and appreciation aesthetics project</b>	<b>Not Less Than</b>	88	92	93	95
5.1 Student sport relationship	Not Less Than	90	92	94	96
5.2 Resist Drug Campaign	Not Less Than	90	92	94	96
5.3 Smart Body	Not Less Than	90	92	94	96
5.4 Imagination in Art	Not Less Than	85	90	92	95
5.5 Anasyid	Not Less Than	85	90	92	95
5.6 Halallan Toyiban	Not Less Than	90	92	94	96
5.7 Sport color relationship	Not Less Than	90	-	95	-

<b>6. Prepare for further education and careers activity.</b>	<b>Not Less Than</b>	86	90	92	95
6.1 Guidance	Not Less Than	90	92	94	96
6.2 Club activity	Not Less Than	90	92	94	96
6.3 Young businessman	Not Less Than	85	90	92	95
6.4 Summer Apprentice	Not Less Than	80	85	90	95
6.5 Computer skill race activity	Not Less Than	85	90	92	95
<b>7. Volunteer Project</b>	<b>Not Less Than</b>	87	90	92	95
7.1 Civil boy scout	Not Less Than	90	92	94	96
7.2 Masjid Imaroh	Not Less Than	85	90	92	94
7.3 Big cleaning	Not Less Than	90	92	94	96
7.4 Solat Jinazah	Not Less Than	80	85	90	95
7.5 Volunteer military activity	Not Less Than	90	92	94	96
<b>8. Languages genius</b>	<b>Not Less Than</b>	85	90	93	96
8.1 Love to read	Not Less Than	85	90	93	96
8.2 Creative talk for Dakwah	Not Less Than	85	90	93	96
8.3 Young writer	Not Less Than	85	90	93	96
<b>9. Create the student star</b>	<b>Not Less Than</b>	85	90	93	96
9.1 Solve problem reading skill, write and communication student.	Not Less Than	85	90	93	96
9.2 Promote Computing Activity	Not Less Than	85	90	93	96

9.3 Mathematics race	Not Less Than	85	90	93	96
9.4 Musabaqoh Quran	Not Less Than	85	90	93	96
<b>10. Open World Project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>11. Open Academic World Project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>12. Children Can do Project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>13. Enhance Achievement Study Project</b>	<b>Not Less Than</b>	<b>86</b>	<b>90</b>	<b>93</b>	<b>96</b>
13.1 Enhance Achievement Study Project	Not Less Than	85	90	93	96
13.2 Sister teach sister	Not Less Than	85	90	93	96
13.3 O-net I-net Tuition	Not Less Than	90	92	94	96
<b>14. Teachers become professional Project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
14.1 Develop a participatory learning plan activity	Not Less Than	90	92	94	96
14.2 Give Motivation Activity Project	Not Less Than	90	92	94	96
14.3 Observe activity	Not Less Than	90	92	94	96
14.4 Develop teacher professional activity	Not Less Than	90	92	94	96
14.5 Murobbi Train	Not Less Than	90	92	94	96
14.6 Evaluate Teachers Performance Project	Not Less Than	90	92	94	96
14.7 Supervision 360 degree teaching	Not Less Than	90	92	94	96

14.8 Development of personnel according to professional ethics.	Not Less Than	90	92	94	96
<b>15. Personnel Camp</b>	<b>Not Less Than</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>
<b>16. Samarddee's Family</b>	<b>Not Less Than</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>
<b>17. Develop curriculum school project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>18. Develop Learning Process Participate Project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>19. Develop information technology system project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>96</b>
<b>20. Develop management system by PDCA model project</b>	<b>Not Less Than</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>93</b>
<b>21. Seminar Yearly</b>	<b>Not Less Than</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>
<b>22. Internal Insurance System Project</b>	<b>Not Less Than</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>
<b>23. Parent's meeting</b>	<b>Not Less Than</b>	<b>89</b>	<b>91</b>	<b>93</b>	<b>95</b>
23.1 Orientation parent and new student project	Not Less Than	90	92	94	96
23.2 Parents meeting project	Not Less Than	90	92	94	96
23.3 Post training activity	Not Less Than	90	92	94	96
23.4 Off-site lectures activity	Not Less Than	85	87	89	92
23.5 Visit student's home	Not Less Than	90	92	94	96
<b>24. Create Learning Environment</b>	<b>Not Less Than</b>	<b>85</b>	<b>87</b>	<b>90</b>	<b>95</b>

24.1 Develop Library Activity	Not Less Than	85	87	90	95
24.2 Create a living classroom.	Not Less Than	85	87	90	95
24.3 Create a learning bathroom.	Not Less Than	85	87	90	95
24.4 Garden to learn center	Not Less Than	85	87	90	95

## B. GENERAL DESCRIPTION OF SAMARDDEE WITHYA SCHOOL

### a) General Information

Samarddee Withya School locate around 15 unit

Address/Contact: 218 M.3 Kalaphonai Road, T.Tabing, A.Saiburi, Pattani,  
Thailand 94110, Fax (+66) 073 – 330951, Phone (+66) 073 – 330951, E – mail :  
[assomadee@hotmail.com](mailto:assomadee@hotmail.com)

Curriculum: Offer course Common and Islamic from kindergarten till secondary level,

#### Primary level:

1. The Basic Education Core Curriculum 2008 applying with Islamic Basic Education Core Curriculum 2003
2. Intelligent Development Program
3. Tahfiz Al-Quran

#### Secondary Level:

1. The Basic Education Core Curriculum 2008 applying with Islamic Basic Education Core Curriculum 2003, to divide two part:
  - 1.1 Sciences-Mathematic Plan
  - 1.2 Mathematic-English Language Plan
2. Military Course

### **Philosophy**

GOOD KNOWLEDGE    BEST MORAL    CLEANLINESS    NO DRUG

### **Colors**

White-Dark Blue

### **Acronym**

α.α. (S.W)

### **Identities of students**

“Best Moral”

Best Moral means School and teacher give the students learning with themselves and practice to be who good moral, good ethics are for to be living with others happily. And promote the students to following the way of Islam.

### **Identity of School**

“Cleanliness”

Cleanliness means School focus on the students to be people, who have conscious mind in cleaning, have a social responsibility, and have a public mind.

### **Vision**

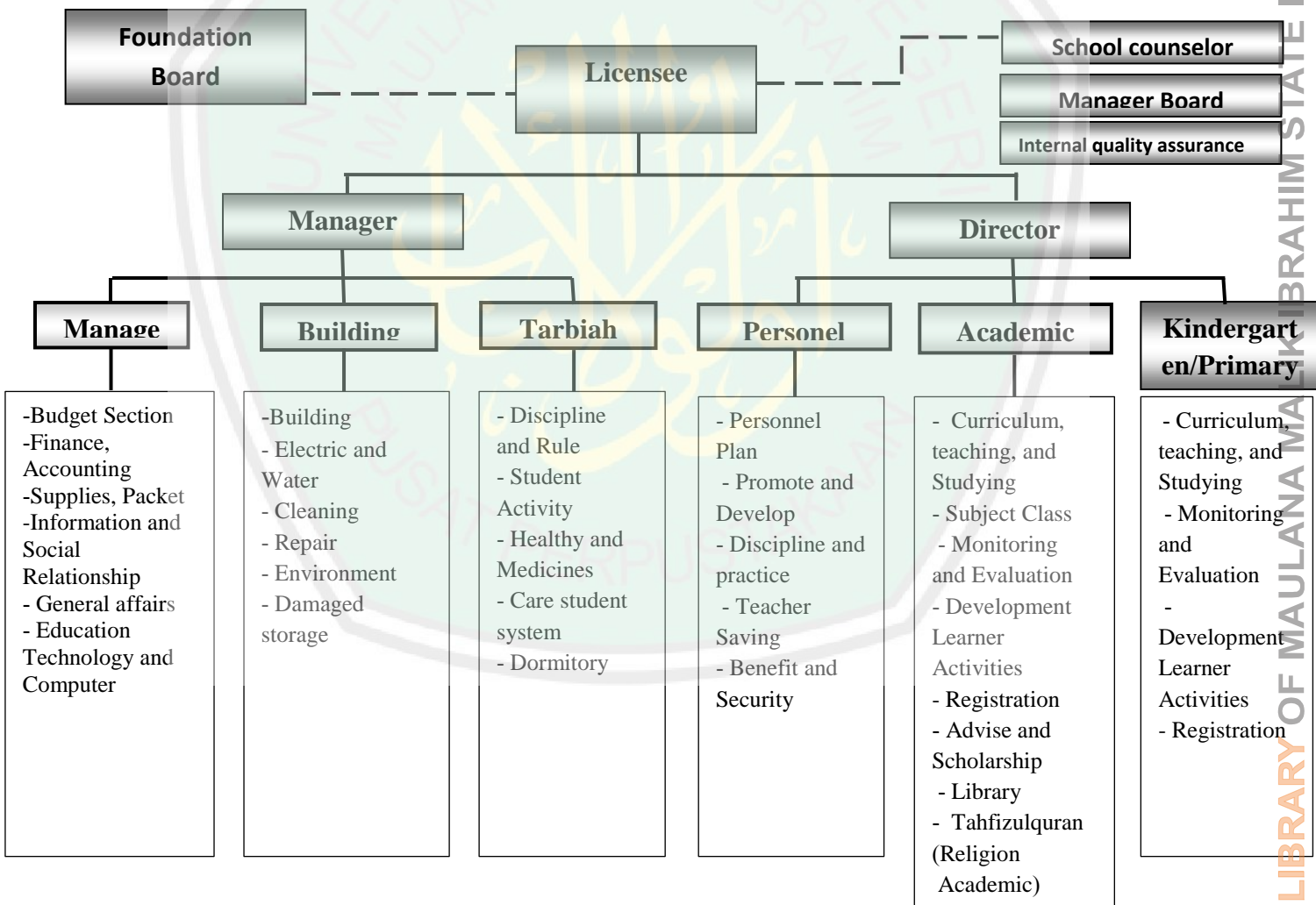
From 2017-2020 Samardee Withya School will develop to be the way of Islamic completely and they will make changing the around social by Islam principle, learning attention, having standards skill from curriculum of school under the PDCA administration system, by cooperate and evaluate quality.

### **Mission**

1. To create Islamic environment within the school community. Cultivate the students to be the best Muslim.
2. To develop to get knowledge skill and follow curriculum of school needed.
3. To develop school curriculum to agreeable with curriculum center and community context, giving any student participate in learning process management.
4. To develop teacher and personnel to be standard expert.
5. To develop administration quality system PDCA model, to manage information system to uppermost benefit.
6. To develop supervision, evaluate and continuous operate education management.
7. To develop internal quality assurance system for upper education administration quality.
8. To create physical and social environment. Coordinate the participation of all parties involved in the responsibility for education quality.

### **b) Management Structure System**

1. Academic Management divides 3 parts: Kindergarten, Elementary and High School.
2. Human Resources Management.
3. General Management.
4. Tarbiah (Practice) Management.
5. Building and Environment Management.



**C. DATA PRESENTATION**

### a) Administration Factors

Depended on administrator of Samardee Withya School, Mr. Abdulloh Assomadee that is to said:

“การบริหารสถานศึกษามีเป้าหมายสำคัญอยู่ที่คุณภาพของผู้เรียน การบริหารโรงเรียน เป็นแหล่งพัฒนาประชากรของประเทศที่สำคัญยิ่ง เป็นหน่วยงานที่ใช้ คน เงิน วัสดุอุปกรณ์ จำนวนมากมาย หากการจัดการบริหารงานในโรงเรียนขาดประสิทธิภาพ ผลผลิตของโรงเรียน คือนักเรียนที่สำเร็จออกไปย่อมมีประสิทธิภาพต่ำ ซึ่งส่งผลต่อการพัฒนาประเทศย่อมล่าช้าตามไป ด้วยซึ่งเป็นผลผลิตของการจัดการศึกษา”

“The administration of school is aimed at the quality of learner. School administration is an important source of population development. It is essential used such as people, money, materials and equipment. Weather the school’s management and school production are ineffective. So that, the students who are successful have low quality or efficiency. Although, it is effect to development of the country is delayed because of product of educational management.”

Base on observation and interview there are 6 components to affective education quality in secondary Samardee Withya school, Pattani Thailand.

Base on observation and interview there are 6 factors to effectiveness to education quality of Samardee Withya school as described by Mr. Abdulloh Assomadee as follow:

#### 1. Leadership Behaviors factor

“The school will succeed or fail depending on the personnel. One of them is the manager. The manager is the key to success. Thereby, Leadership is a key factor

that must be managed. The manager must be good, clear, enthusiastic, and professional ethics on working. I as administrator of Smarddee Wittaya School say that every effort has been made to ensure that the school has the quality standards of the Ministry of Education. And never neglect to take care of the school even a little.”

Based on statement above, implementation is an important in powering and developing schools for more effectively. The participation of school leaders requires management of all facets, such as primary evaluation in school administration, to be effective management closely, practice of the teacher closely and the least work error. In order that, Management never ceases to develop itself in order to maximize the potential of management knowledge. So that, Executive management will find and apply improvements in performance to excellence and push yourself on working. Furthermore, knowing education that seek for the way to manage others successful school, study and research to learn concepts and strategies in school development for having a clear goal in school development and planning to manage the school for having same direction. In fact, Management is also attentiveness to priority of working well.

## 2. Quality of teacher life factor

“The role of teachers is important to encourage students to share their learning experiences and the quality of their education. Therefore, the quality of life of the teachers is an indirect factor that can develop the school successfully. The quality of life of teachers is a variable that will make teachers have the potential to teach. Because I believe that having a

good quality of life for the teacher will result in better teaching and school development.”

Based on statement above, the excellent management of school administrators who can provide effective schools. Also the teachers are main and important factor to make the school effective. In fact, Management of the quality work of teachers is very attentive. Because it is the school's limb to make schools and students more efficient, the supervision of the teacher's work is something the school emphasizes and comfortably. To Clarification of Teacher Performance Schedule the teacher's work clearly and pay attention to the little things of the teacher. Although, Allow teachers to offer feedback and accept teacher's feedback. Applying the teacher's suggestions will make teachers feel involved in school development. Moreover, Create trust for teachers in the workplace, do not blame teachers for mistakes, but give good advices and create morale in the work of teachers of welfare. A little important thing that the school is paying attention to give priority to the good teacher life.

### 3. Atmospheric factor

“Atmospheric factor is one of another factor to contribute to the quality of education. Because the schools can provide an awareness of the atmosphere, interpersonal and personal interactions between people and the environment. School atmosphere certainly influences personnel and students. Because of the atmosphere, the operation is untroubled and good. Meanwhile, it makes comfortable and feel part of the school and be proud when it comes to develop a successful school.”

Based on statement above, creating a good atmosphere both inside the school and in the classroom facilitates student learning is another factor contributing to the quality of school education. Schools are constantly improving their environment around the school. The school can be classified as a clean and good sample school. The atmosphere of teaching and learning from teachers. Teachers will use teaching strategies that create a good atmosphere without over-tension. To have fun in teaching, so that children feel happy in the classroom. The administrators are devoted to the morale of the teachers, the teachers feel good and can create a good atmosphere in the school. Management jointly supports the renovation of buildings, premises and the environment. Promote teaching and learning by using community learning resources to change the atmosphere of learning that is not monotonous. To make people feel warm and satisfied and proud to have a sense of development in the school.

#### 4. Commitment factor

“The relationship between personnel or staff of Smarddee Wittaya School is an indirect factor that will affect the quality of school Education. I have studied and thought that this factor will affect the performance of the school at a certain level, because the commitment and relationship in the school will pass on the mentality of the personnel who will motivated the performance even better.”

Based on statement above, engagement or relationship between teachers and administrators are important to help your organization survive and thrive. In creating a sense of closeness, the teacher and staff are proud to be a member of the

school, so they are willing to work in school such as clarify and communicate the mission of the organization, create value for the operation, by providing orientation and training. Create a common practice. There is no conflict between management and personnel or personnel. In addition, the teacher must have a good bond with the student because the teacher is an important factor in the quality of student learning. Teachers who know the role of a gentle mind, feel attached to the students and will make the teaching and learning process easily.

#### 5. Cultural factors

“Creating the same culture is affecting to be school one direction, it is one factor to affecting education quality.”

Based on statement above, cultural factors is not worry about this much. Teachers and students have the same lifestyle and culture in school. The same conceptual and personal values are the basis for adaptation. Creating a school culture in the same direction is creating trust. School adherence to school management will create good values. It is the shared belief of school personnel reflected through shared vision and beliefs. This is a pattern of correct action towards a school goal. Communication is good. Create friendship and the shared values of the school. In addition, activities to preserve the culture of the school are the activities that help to highlight the values of good faith in the school to the next generation.

## 6. Communication factors

“Creating the same culture, makes everyone in the school has same direction which is important factor to development of the school. “I will used easy communication technique to understand the personnel. Moreover, there are many ways of communication especially choosing communication channels which is one important way. In fact, communication is clear and easy to understand because of the clarity and perception of news for personnel easier in understanding and can be reacted quickly on assignment without confusion. And I believe that good communication is a good tool and works well.”

Based on statement above, communication Factor is the skills to changer information, understand feeling with each other’s in that information which is communication factor the manager of Samarddee Withya school is really serious about this factor. For effective in communication, Samarddee Withya school defined many ways to communication for conveniently, fast, and to fast to know information in school such as we choose technology to be center in communication and also can to be proof in communication. Or another way to communication such as communication between manager and personnel or between personnel and personnel with this communication can communicate with clearly by talking and also it can make relationship between us. In addition, communication factor in Samarddee Withya school is in good level and also to be main factor in administration of school.

### **b) Strategies to Improve Education Quality**

Strategy of cultivating students to have Islamic moral in life. It is the significant point for school administration, all teachers and students who are Muslim. The school provides learning and teaching in two courses are ordinary and religious courses. Therefore, students are obliged to be able to have Islamic moral and islamic ethics because the researcher believes when the human have faith on the life, it makes calm, subconscious mind and good manner. Moreover, in the good mental condition, they can proceed tasks effectively. Having good mental condition, students and teachers do their jobs effectively. Teaching and learning program run smoothly. Students concentrate on the study. The programs supported Islamic moral are provided by Student Affairs Department within a week, a month and a year. The programs directly control by Board of Directors of school and the programs can change or replace to other program as suit with students and school personnel at that time.

Student development in term of knowledges and essential skills as require in curriculum. The curriculum of Religious schools have different with other private and state school. Thailand is a Buddhist city. The only schools in three-southern-border provinces of Thailand have different curriculum from others. Private schools in three-southern-border provinces have ordinary and religious curriculum which also have participated with Ministry of Education.

This thread, student skill development is significant for to develop quality of student learning by using mainly in curriculum of ministry of education and add the additional curriculum of school ex. Speaking, reading and writing in Thai correctly

because most of students in school use Melayu language in communication. That causes student weak in using Thai language correctly. Thai is the national language of Thailand that people use to communicate and apply in the classroom. So, Thai is important for student to learn and to understand in the class. The researcher realized that when students understand and use the language correctly, students can study, speak, write, read and develop other skills. It increases the quality of student. Beside the curriculum which focuses on Thai language, school have additional activities that supports essential skills for learning such as Qiraati activity or reading Holy Quran, Tajweed correctly, learning Arabic language. School also develops curriculum involved context of community for community participation such as providing involved community activity by having students as central to connect society and school. Community care is necessary. Creating student's consciousness, they can learn to help and to humanise each other. So, a good relationship between school and community helps school develops student's quality.

Moreover, school emphasized potential teacher development based on the ministerial regulations for quality student's education, supporting potential teacher and professional standards personnel. Potential teacher development is required for development of quality education. Similary, teacher professional standards were defined from Ministry of Education. The school was applied it based on the plan to develop teacher which was defined from Ministry of Education.

According to Jehbidoh Usuh one of teacher Samardee Withya school, head of academic position said that:

“แผนพัฒนาคุณภาพการศึกษาประจำปีการศึกษา 2560 – 2563 ของโรงเรียนสามารถดีวิทยา ฉบับนี้ จัดทำขึ้น เพื่อเป็นเครื่องมือในการบริหารการศึกษา ที่มีระบบ มีทิศทาง มีระเบียบแบบแผน ตอบสนองมาตรฐาน การศึกษาของชาติ และมาตรฐานการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ”

“Actually, we had strategies planning on 2017-2020. This strategies planning to determined for to be tool in organized and manage the system, formal, direction and setting strategies for respond national education standard and Thai basic education, ministry of education.”

Base on observation, interviews and documentation, there are 6 Strategies to improve education quality and planning implementation form on 2017-2020. As described by Manager Mr. Abdulloh Assomadee, Aminoh Assomadee school’s licensee and Jehbidoh Usoh head of academic position are state in same direction as follow:

#### **Strategic 1** Indoctrinating learners on moral of Islamic way

“Indoctrination learner on moral of Islamic way strategic, we were used Sunnah ways (Muhammad S.W.) every activity those we made are must to related Islamic way because of we were believe in student’s developing to be good moral can be making the good people and also, they have to have their live very well in present and future. In addition, pure spirit of student to effect on learning also.”

This is the first strategy that is applied to the school since all the faculty members and students are Muslim. Therefore, using this method is being the first reason to educate all the students to realize the moral of life, what is right and what is wrong. Most importantly, to enhance the students to be more aware of responsibilities both to self and to others.

By applying this strategy to the students, the school will organize some of the activities that related together with building a good role model. By following the way of Prophet the Messenger of Allah (Sunnah) both internally and externally. Such as Samardee's gathering; called as Halak'ah, this activity will group 5-10 students together per 1 teacher. Through this activity all the group members will share and exchange any ideas regarding the believe and thoughts about Islam. Also, having this activity, all group members will remind each other about personal life and responsibilities.

Moreover, there are many more activities such as Fasting, reciting Azkar during morning and evening, prying Dhuhaa, having a speech (Naseehat) and etc which all activities is related to Islamic way.

**Strategic 2** Develop learners in term of knowledge and important skills based on curriculum

“Samaarddee Withya school has two part of curriculum same another private school that is common curriculum and Islamic curriculum which we can adaptation curriculum to related personality and cultural of student and teacher. And we also making skills that needed follow on curriculum”

As mentioned earlier, Islamic school has a different module with government school which is included the Islamic subjects. Based on this reason therefore the school's president able to adapt some module by applying Islamic subject. So that students are able to imply Islamic knowledge and adapt to their lives.

However, developing learners in term of knowledge and important skills based on curriculum, will focus more and make sure that students are able to read, write, analyze, and communicate to one another. Importantly, students should have a good GPA so that can further their studies in a good level.

**Strategic 3** Encourage potential teachers and personnel according to professional standard

“Teacher is the main important which effectiveness to be school succeed. So, attention’s teacher of school leader is important things. We had to promote, develop, support the teacher on national teacher’s standard.”

Significantly, teachers are the main factors that build and improve the student and school ‘s qualities. Therefore, the school will emphasize more on building and improving a potential of teachers. In order to teach and convey to student effectively and efficiency. By doing this, teachers are encouraged to improve their skills and competencies of teaching and managing with the students. Also, they are encouraged to analyze and evaluate the students to make sure that the students are in the right hand.

**Strategic 4** Developing quality of curriculum and learning process which focus on learners (student center)

“The process of learning is focused on learners. It is a government policy. The Ministry of Education has defined students as the center learning and the school can be applied as well. Developing curriculum that focuses on learner is very important. In order that, Samartdee wittaya school has developed curriculum and activities in the classroom to create an atmosphere and environment that

emphasizes the learners. For example, the opportunity for students to learn self-knowledge, ideas, self-concept, courage, expression, skills to learn and apply in everyday life and future life. The curriculum is continually adjusted to suit the needs of the students themselves and the teacher.”

Enhancing the quality of curriculum by focusing more on students is very vital process. So that the school has to make sure that the module is always adaptable to the student ‘s live which means to follow the Islamic way.

Also, make sure that the students are actively applying to their daily basis. Other than that, the students are able to face the challenges when it comes to the outside of the school.

By doing this, the teachers should evaluate and monitor student through their behavior and activities that they participate. As a result, it can able to see the clear picture of students whether the module that the school are applied is effective for the student’s lives and activities.

**Strategy 5** Developing quality management system and quality assurance in concept of PDCA

“The development of quality management system is one of the strengths of school development. We believe that good management will affect other systems as well. Therefore, the development of a continuous management system can also affect the development of other systems. And the use of PDCA quality assurance systems at school can be very good. We think that it is a system that covers all stages of the administration of educational quality assurance.”

Further, improving quality management system and quality assurance system based on PDCA, will help in managing data, which will be useful for further enhancement in the future. By applying this tactic, it will standardize the school to be more advancement to assure that all the processes will be in control.

All 4 steps are; P=Plan which is allocating, the modules, tactics and learning styles. D=Do, this is the process of assuring all the tactics and strategies are being applied to all the students. Also, making sure that all the information is being placed in the right place and systematically. C=Check, this procedure is to evaluate and monitor quality of students. Students should be monitored regularly in order to make sure that their studies plan is being developed and meet the standard of qualities. A=Act, this is very vital step since this is to where the school can able to enhance all the above steps and all the tactics which are not practical and useful. So that they can be improved in order to meet the quality and standard. By doing this, all the steps would be improved effectively and efficiency.

**Strategic 6** Collaborating with community to create learning environment

“Smarddee Wittaya School has a long relationship with the community. Cooperation with the community is one of student development. Nearly half of the school's students are from neighboring communities. Providing a community of parents collaborating on the development of their own children is a key factor.”

Lastly, this strategic is building a closed relationship of students with the community. To create learning environment within or outside the school with

outsiders. Through this tactic, it will strengthen the relationship between school, student and community.

The sample of activities such school sport carnival, delivering knowledge on how to enhance a good role model or organizing the sport day in community, and Sharing the concept of community participation in child development.

#### D. FINDING

- a) Based on data presentation we can conclude these are 6 administration factors as follow as below:

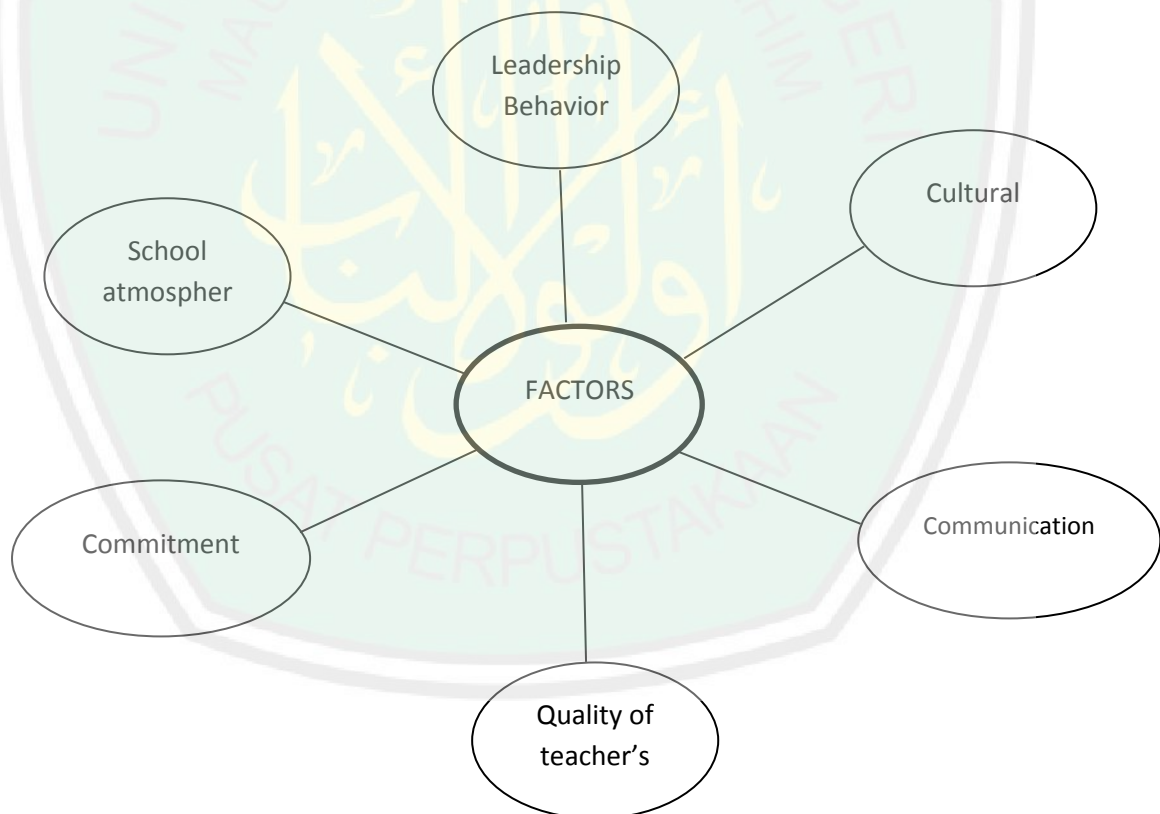


Diagram to present administration factor to effecting education quality of Samardee Withya School.

- b) Based on data presentation we can conclude these are 6 strategies to improve education quality as follow as below:

No.	Strategies
1	Foster the learner in Islamic way.
2	Develop learners in term of knowledge and important skills based on curriculum.
3	Encourage potential teachers and personnel according to professional standard.
4	Develop teachers and academic personnel according to the code of ethics for professional Developing quality of curriculum and learning process which focus on learners (student center).
5	Developing quality management system and quality assurance in concept of PDCA.
6	Collaborating with community to create learning environment.

<b>No.1</b>	<b>Foster the learner in Islamic way.</b>
1	To make the students have faith in the wholesome.
2	To improve the student's religious activity with correctly.
3	To improve students with good ethics and stability.

4	To improve students to be intellectual and love to learn.
5	To improve students to be healthy.
6	To create students ready to continue education and career integrity.
7	To improve students to be volunteer.
8	To improve students to fighting with passion.
9	To improve students to manage the time.
10	To improve students to be discipline man.

<b>No.2</b>	<b>Develop learners in term of knowledge and important skills based on curriculum.</b>
1	Develop learner's capability to read, write, communicate, calculate based on the level.

2	Develop learners to have critical thinking, discussion with others and solving the problems.
3	Develop learner's capability to use information technology and communication.
4	Develop learners are able to have good learning achievement.
5	Develop learners through national test results.

<b>No.3</b>	<b>Encourage potential teachers and personnel according to professional standard</b>
1	Develop teachers and personnel to be professional
2	Develop learning process create opportunities for all learner's participation

<b>No.4</b>	<b>Develop teachers and academic personnel according to the code of ethics for professional Developing quality of curriculum and learning process which focus on learners (student center)</b>
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1	Develop school's curriculum according to community's environment with community's participation
2	Develop learning process which create learner's opportunity to participate

<b>No.5</b>	<b>Developing quality management system and quality assurance in concept of PDCA</b>
1	Manage systematic and useful information for development
2	Develop PDCA management system continuous by hold to participation's principles
3	Encourage participation' accomplices and take responsibilities
4	Develop Internal Quality Assurance System through supervision, monitoring and evaluation to improve quality of education management

<b>No.6</b>	<b>Collaborating with community to create learning environment.</b>
1	Encourage community's participation in term of elevation the quality of education.
2	Create a physical and social environment which favor to quality learning management



## CHAPTER FIVE

### DISCUSSION

#### **A. Administration Factors Effecting to the Educational Quality of Secondary Level in Office of Private Education Pattani.**

Samardee Witthaya school, Pattani province there are a total of 6 factors, namely Leadership Behavior, School atmosphere, Cultural Factors of School, Quality of work life, Communication and Teacher commitment factors. Overall, the questionnaire surveyed the effectiveness of management on quality of education.

1. Leadership Behavior It is the most effective variable for private schools.

Samardee Witthaya school, Pattani province, The Leadership of School Administrators is a Key Factor for School Quality. (Varo Pongsawad, 2006, p. 118) Because of the administration of private religious schools has a simpler and shorter procedure than government schools. Government executives have a high degree of agility in management and decision-making by executives with basic knowledge, skills and experience in business administration but do not stick with the rules. Private school administrators are the main factors that will directly affect the administrative factors influencing the quality of education. The private education sector has been established since the adoption of the National Education Act of B.E. 2542 (1999). The leadership private schools have changed their leadership style to suit current conditions.

By using transformational leadership and exchange management, school-based management is the key. Principles of participatory self-development. A vision, knowledge, ability, academic leadership. Due to high competition. The teaching and learning system have been adjusted to be effective and effective. The causal relationships that lead to the successful completion of the mission of the private school were academic leadership and change leadership behaviors (Vimonrat Boonchu 2006) and the Office of Standards and Quality Assessment As a result, the quality of education is at a high level. It is higher than the standard of all standards. (Office of the Secretary of Education, 2009, p. 26).

2. School atmosphere factor, School atmosphere factor direct negative influence on the efficiency of private schools. The study of two-dimensional behavioral leadership Atmosphere is a role model (Thrust) and Consideration, and behavior of two-dimensional co-workers is Esprit and Intimacy, which is the Good atmosphere for school administration. Jamrern (2007) found that school service providers were more open-minded than open-ended organizations. The administrator receives the feedback or suggestions from the teacher. Be sincere to praise support for professional development and to give more freedom to perform work than strictly control civil servants. Just like the teacher's behavior. It should be supported by transparency and professional interactions. Patcharawan (2006, p. 142) the researchers found that

Organizational climate factors do not directly affect organizational performance. This is because of the administration controls, supervises and supervises the work of the teachers closely. The rules and regulations governing the practice and work are often found in the conditions and behaviors of the administrators of private schools of similar religions. No time to talk with bosses over time. Not in a friendly way (Thanya, Rungroj, 2004, p. 86). Management must strive for the survival of the business. Business Management This is the focus of the work. It needs to be managed efficiently and cost-effective. However, when considering the efficiency of Samatdee wittaya school, Pattani province, performance in good (Siriluck Sukaka, 2006, p. 75).

3. Cultural Factors of School culture factor According to the National Education Act (2) B.E. 2545 (2002) emphasizes the decentralization of power to the educational institution by requiring the Executive Committee of the private school. Most of the executives are school owners. Final decision-making power with executives. Teachers have not recognized trust and no real power. Most teachers do not feel part of the school and the school is often a family business. Administrators often use supervision, supervision, and supervision methods closely. By focusing on the task quickly, high quality and quantity to make a good investment. Teachers feel that they are not motivated by justice and support for self-development. Therefore, the opinions of the school teachers can be good for the school culture at a moderate level

(Mannathong, 2004, 67-68). However, when looking at the efficiency of the private schools of religion from the evaluation report. Bureau of Standards and Quality Assessment The research found that private schools were the parents' satisfaction. It is a combination of both ordinary and religious. This is a response to the need for Islamic learning at the same time without abandoning one's knowledge.

4. Quality of teacher's life. Quality of teacher's life direct positive influence on school performance. Due to structural reforms and the management of teacher development, educational personnel the school has a continuous staff development and most private religious schools have a good environment to develop a competitive edge with government schools and private schools. The quality of life in personal and environmental development was so high and safe that it was at a high level, followed by Kerce and Kewley, 1993, p. 189-209 commented that the quality of work life consists of four major components: Job description, Participation in the work, Overall job satisfaction and Specific job satisfaction, which does not include welfare benefits only. But the working conditions of the colleagues are appropriate and fair. The only variable that teachers in private religious schools rated as mediocre. However, when teachers are satisfied with other aspects, the quality of working life of the teachers is at a good level, and importantly, the remuneration must be appropriated and suitable for teachers. Mostly, there are teachers who pay less than

teachers or public's school teacher receiving benefits there are no special privileges like the same.

5. Communication Factors, Communication factors have a positive influence on the quality of private religious schools. In educational reform, the emphasis is placed on participatory management. All members of the school must know the organization and have teamwork together. Executives of private schools do not have the information to communicate. For teachers to receive the right news. To provide quality education for the school. Most private schools have state-of-the-art equipment, tools and procedures. Private school administrators have available information and a variety of channels for communication. The flow of information. It helps to communicate effectively and efficiently. Hoy and Mislal (1991) argue that communication is central to school administration. Therefore, the average communication level is very high. It has a direct influence on school performance. In addition, communication factors have a direct positive effect on teacher's commitment. Communication is the link between different agencies or private schools. In society, interpersonal communication is a good relationship between each other. And it is important to create engagement in the organization. (Steer, 1997, p. 151). Effective communication in the organization should use multiple channels of communication. To increase the chance that news will be accurate and timely, so that information related to the movement and progress of the

agency is always available. These lead to good relationships between teachers, administrators and teachers.

6. Commitment factors the researcher found that the teachers of Samardee Withaya school have reasonable and fair compensation. The average was moderate but there are many other factors that make teachers work well for the school. Mowday and Porter, (1982, p.41) comment that organizational commitment influences work and affect performance. In addition, organizational commitment is important to help organizations survive and thrive (Steer 1997, p. 48) organizational commitment is a concept that is more comprehensive than workplace morale and can better predict the entry and exit of organizational members. It can reflect the general outcome of a person responding by involvement and organizational commitment is a great indicator of organizational effectiveness. So, when a private school teacher teaches the school has a high academic achievement and is popular as mentioned above.

#### **B. Strategies to Improve the Educational Quality of Secondary Level in Office of Private Education Pattani.**

From the data Samardee Withaya School are have 6 strategies to improve education quality.

1. Foster the learner in Islamic way, from National Economic and Social Development Plan NO. 12 (2560 – 2564 BE) is the master plan in development country which published in the Government Gazette state that “to develop the students with knowledge and moral, having quality of life and being happy in society”. And according to Ministry of Education Office (2011: 22) section 2 state that “Students have moral, ethical and values.” Jumpol Pulpatarachiwin (2006:84) The moral in religion can improve education quality and life.

According to Thawal Buasala (2007: Abstrack) Implementation of manager to support and promote moral and ethic of student in good level.

2. Develop learners in term of knowledge and important skills based on curriculum. Education Development Plan of the Ministry of Education No. 12 (2560 – 2564 BE) determined Strategy and goal-setting that can respond essential developments in various fields. “Course development, teaching process, measurement and evaluation strategies which aim Thai people to have moral, have protection to changing situation and country development in the future that respond development in term of quality and changing context.” and according to Srisa-ad and group (2001: 118-119) to research the development of the quality of learners in the basic education level. Found that one in the process to improve education quality is curriculum.

3. Encourage potential teachers and personnel according to professional standard. In present education management, manager need to have knowledge and skill in management because of to manage then really society include with facilitates, monitoring and counseling for teachers. The main purpose is managed teaching and learning to be effectiveness and quality. Teacher have to attempt new method in manage and teaching to be effectiveness and high quality. According to Phichit Ritcarun and group (2012 : 123) “ Management develop system and training teachers are important thing that manager have to focus, manager need to manage teachers and personnel according to professional standard and high benefit.
4. Developing quality of curriculum and learning process which focus on learners (student center). As the Office of Basic Education Commission (2004: 7-9) Role of the person involved with manage curriculum learning in basic education 2001 is manage learning process which focus on learners. According to Wiphada Srijaroen (2011) to study about learning focus on student center, the result is learning process which focus on learners (student center) can improve education quality. And same as Pongparaphaphan (2009) The teaching and learning process is focused on learners founded the ability of teaching and learning is focus on learner (Student Center) in high level and as Chanthana Papadtha (2009) to study effective of teaching and learning focus on learner the result is the effectiveness of teaching and learning focus on learner is in high level.

5. Developing quality management system and quality assurance in concept of PDCA. Conform to National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)). Office of the National Education Commission specification that “Parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system in the institutions. Internal quality assurance shall be regarded as part of educational administration which must be a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purposes of improving the educational quality and standards and providing the basis for external quality assurance.” According with research of Ongkarn Wongrieng (2010: Abstract) Study of operating internal assurance quality, the result founded system and quality assurance in concept of PDCA are in high level. And also the research from Khamson Nankaew (2009 : 61-62) the result founded system and quality assurance in concept of PDCA are in high level.

6. Collaborating with community to create learning environment. Education Development Plan of the Ministry of Education No. 12 (2560 – 2564 BE) determined Strategy. Strategy 4: Strategies of expanding opportunities for

educational access and learning throughout life. It aimed to deliver educational services to all students in the appropriate level in which context and condition respond development in term of access to services and equality. As the Office of Basic Education Commission (2004: 7-9) Role of the person involved with manage curriculum learning in basic education 2001 is manage learning process which focus on learners, learners will learn to cooperate with all part, according to National Education Act defined that institution or school must cooperate with student's parents and people in the community to develop together, and also to create learning environment. And same as Watkins and Marsick (1993) have guideline the point It will lead to a learning organization have to create opportunities and atmosphere to facilitate continuous learning. And according to Surasak Pongpharom (2009) collaborating with community to create learning environment in high level. As Naramol Bunphim (2010) to study the relationship between school and community for create learning environment is in high level.

## CHAPTER SIX

### CLOSING

#### A. SAMMARY OF MAIN FINDING

Education quality has been a highlighted agenda of every Thai government. Nonetheless as we know, Thai education quality keeps falling down in both regional and world rankings. As a result, this study aimed to investigate the key determinants of education quality in Thailand in order to disclose the key factors affecting the nation's education quality. Nonetheless, due to several limitations such as research budget, time, labor, etc., the studied area had to be reduced to only Bangkok secondary schools. However, the procedures and outcomes from this study can be used as a protocol for further studies in other areas of Thailand. The main objectives of this research were:

1. To finding the administration factors effecting to the educational quality of secondary level in Office of Private Education Pattani.
2. To finding the strategies to improve the educational quality of secondary level in Office of Private Education Pattani.

The unit of analysis of this study was upper-secondary schools located in the Pattani area. It is Samarddee Withya school is under the office private education Pattani, was selected as the studied samples using the convenience sampling

method. Since the respondents were manager, teachers and staff in the selected schools, they were considered as the representatives of their schools. This study was initiated by using self-administered surveys, and interviewing was distributed to 20 people. The questions in the interviewing comprised of 2 main parts: Administration factors and strategies to improve education quality.

1. administration factors effecting to the educational quality of secondary level in Office of Private Education Pattani.

- 1.1 Leadership Behavior Factor

- 1.2 School atmosphere Factor

- 1.3 Quality of teacher's Factor

- 1.4 Cultural Factor

- 1.5 Commitment Factor

- 1.6 Communication Factor

2. Strategies to improve the educational quality of secondary level in Office of Private Education Pattani.

1. Cultivate the learner in Islamic way.

- 1.1 Make the students have faith in the wholesome.

- 1.2 To improve the student's religious activity with correctly.

- 1.3 To improve students with good ethics and stability.

- 1.4 To improve students to be intellectual and love to learn.

- 1.5 To improve students to be healthy.

- 1.6 To create students ready to continue education and career integrity.

- 1.7 To improve students to be volunteer.
  - 1.8 To improve students to fighting with passion.
  - 1.9 To improve students to manage the time.
  - 1.10 To improve students to be discipline man.
2. Develop learners in term of knowledge and important skills based on curriculum
    - 2.1 Develop learner's capability to read, write, communicate, calculate based on the level.
    - 2.2 Develop learners to have critical thinking, discussion with others and solving the problems.
    - 2.3 Develop learner's capability to use information technology and communication.
    - 2.4 Develop learners are able to have good learning achievement.
    - 2.5 Develop learners through national test results.
  3. Encourage potential teachers and personnel according to professional standard
    - 3.1 Develop teachers and personnel to be professional
    - 3.2 Develop learning process create opportunities for all learner's participation
  4. Develop teachers and academic personnel according to the code of ethics for professional Developing quality of curriculum and learning process which focus on learners (student center)

- 4.1 Develop school's curriculum according to community's environment with community's participation
- 4.2 Develop learning process which create learner's opportunity to participate
5. Developing quality management system and quality assurance in concept of PDCA
  - 5.1 Manage systematic and useful information for development
  - 5.2 Develop PDCA management system continuous by hold to participation's principles
  - 5.3 Encourage participation' accomplices and take responsibilities
  - 5.4 Develop Internal Quality Assurance System through supervision, monitoring and evaluation to improve quality of education management
6. Collaborating with community to create learning environment
  - 6.1 Encourage community's participation in term of elevation the quality of education.
  - 6.2 Create a physical and social environment which favor to quality learning management

**a) Summary of the Findings Based on the Research Objectives**

Based on survey of this study by asking opinion of 10 experts was concluded that the total number of experts was 100% comment on factors that affect to succeed

of school management. Smartdeed school is suitable for context possible to apply. Theoretical validity and usefulness for the development of educational quality. In addition, many people also offer additional comments that factors affecting quality of education is directly related to all stakeholders, including school administrators. Teachers and educational personnel basic school board especially students, who is the indicator of quality bag or management success. Management is the mechanism to drive the organization. It must have potential, the skills, knowledge and ability to coordinate to raise the support from the agency and other related agencies.

For better understand in each other and apply effective policies. Many experts give the same comment that not only the school's cultural communication and culture. But other factors include leadership behaviors, atmosphere education, the satisfaction of teachers. As well as the mobilization of resources for education are all that affect the quality of education, the success of the school and also the school administration. Management and support Human Resources Development and the quality of students. The factors that affect each other is. This is consistent with the concept of Dr. Samran has concluded that social science research has independent variables that may affect many variables according to many. These independent variables are often difficult to control. There is an opportunity to make research inaccurate. Specifically, the conclusions of the references to the population. The most obvious example of social and educational research is that the researcher usually selects some independent variables or some educational group. Actually, independent variables can affect many more variables. Even though the researcher is importing an independent variable that may affect many more

variables. Even though the researcher does not introduce the independent variables that avoid or eliminate the research. These factors are still hidden in the process, even if the researcher is planning a concise, concise research. It is also a condition of the difference of the overall picture. Therefore, several predictive variables were studied. Several sets at the same time, we study more than one criterion the method can help to explain the phenomenon of the relationship between the predictor and the criterion. The research is both internal and external. The research focused on studying the relationships or influences of two main variables: predictive variables and the criterion variables. Have a basic idea if the research to drill deeper. In terms of behavioral science, researchers need to study several variables to be with the true state of man. Statisticians are trying to develop the science to reduce the gap between the results found in real-life research. It is a multivariate analysis which has many forms. One way is to find the relationship of two variables: the Canonical Correlation Analysis.

## **B. CONTRIBUTION OF THE FINDINGS**

Education quality is one of the crucial issues that every sector, both public and private, in Thailand has to be concerned about seriously. With today's globalization, the education quality of each nation is considered as a competitive advantage of its homeland. As a result, many researchers worldwide have attempted to identify the key factors that can significantly improve and enhance the education quality in their countries. Thailand is not exempted from this strategic action either.

The findings from this study will fulfill the important need to clarify the factors affecting Thai education quality so that the concerned parties or organizations can effectively decide, plan, and launch the necessary measures to improve the quality of the nation's education system and consequently produce human resources that are able to compete with foreign rivals in the global market.

**a) Academic Contributions**

This research covered vast areas of human, material and money factor management, specifically transformational strategy to improve education quality and from management perspectives, and professional training and development. Moreover, strategic management was also clarified in this study in terms of planning, setting vision, sharing objectives, achieving the setting objectives, and quality management. This study constructed and unified the concept of the strategies and quality management concept, both of which are able to be applied to all types of organization including schools, SMEs, hotels, and so forth.

**b) Management and Organizational Contributions**

From the aspect of the contribution of management and the organization, this study could be beneficial to both public and private schools. This study has explored the key determinants of education quality. At least this study has been able to demonstrate some of the key factors of education quality, i.e. school facilities and education quality, strategy to improve education quality, that have profound

effects on the overall quality of education. Therefore, education-related agencies should pay more attentions to these two determinants.

The results from this study indicate that school principals should realize the importance of the professional development of educational quality. Therefore, principals can promote their educational quality by providing appropriate programs. By the same token, teachers can develop themselves to be value assets, and should engage in professional training.

Nowadays, schools, both public and private, are very competitive, especially private schools. Principals have to adapt themselves to cope with rapid change. Going back 10 years, it can be remembered that personal computers or laptops employed in learning and teaching processes were rarely seen. Teachers, textbooks, and blackboards were enough for teaching and learning processes. Today, textbooks and blackboards are not enough—principals need to seek appropriate and modern equipment and technology to assist both teachers and learners. It is also important for private school principals to find out how to create sustainable competitive advantages that can attract students to study in their schools.

Investment in human capital is also crucial for intensive competition. Schools will be nothing if there are no qualified teachers. This study has pointed out clearly that teacher quality is another key determinant of education quality. Therefore, school principals should properly design their human resource management, which covers planning, recruitment, selection, maintaining, and

development processes. HR planning is the upstream of education quality; therefore, principals need strategic planning skills to attract the right people, for the right subjects, with the right skills and at the right time. The most compelling evidence why some schools, both public and private, are confronting the problem of surplus demand is the number of applicants exceeds the quota every year, whereas some schools has never experienced this problem.

Even though the results from this study indicated that at present transformational leadership did not have any significant impact on education quality, this determinant should not be overlooked or neglected. The Royal Thai Government should observe those in developed countries and prepare the nation to be ready when the local society has changed to a western lifestyle, where the school principal will play an important role in school development. At present, the Minister of Education and related agencies should begin and continuously provide necessary training or workshops for school principals so that their vision and attitude toward school management can be improved. Nonetheless, it would not be wise if Thailand totally followed the education system and management of other countries without any modification or adaptation since the attitude, tradition, and culture of Thai people are different from those of other people.

Suggestion to Improve system, rule and quality assurances follow by  
Ministry of Education

**c) The results of educational management part**

To promote art ability, music, dance, sports, to international excellence. Even they have limitation in religion because of all of student are Muslim, so this

is the main factor to learning in this part. However, school have to support other learning part such as Islamic activity, Anasyid music and activity that are related Muslim or Malayu culture. From Thai Ministry of Education suggestions, the student still lack discipline, responsibility and good exemplar. That means Samardee Withya school, they are lack moral and ethical training That can be integrated into the daily life of the students and also the school also lacked the activities promoting moral development. In addition, students are lack good daily life skills follow by Thai education act. So, that mean administrators lacked integrate instructional management, or we can say about this school is not balance between theory and practice in the study class. Concluding that classroom teaching activities with good personality promotion activities are not balanced.

#### **d) Education Management Part**

From Thai Ministry Education suggestion, that education management part they are lack promoting personnel and teacher in many parts such as teacher have to research, seek knowledge and recaching in classroom because of classroom research are the keys to improve the students, researching for learning, improve and choosing media in learning. Researching can monitoring and evaluate teachers' teaching and it can be show teacher's abilities.

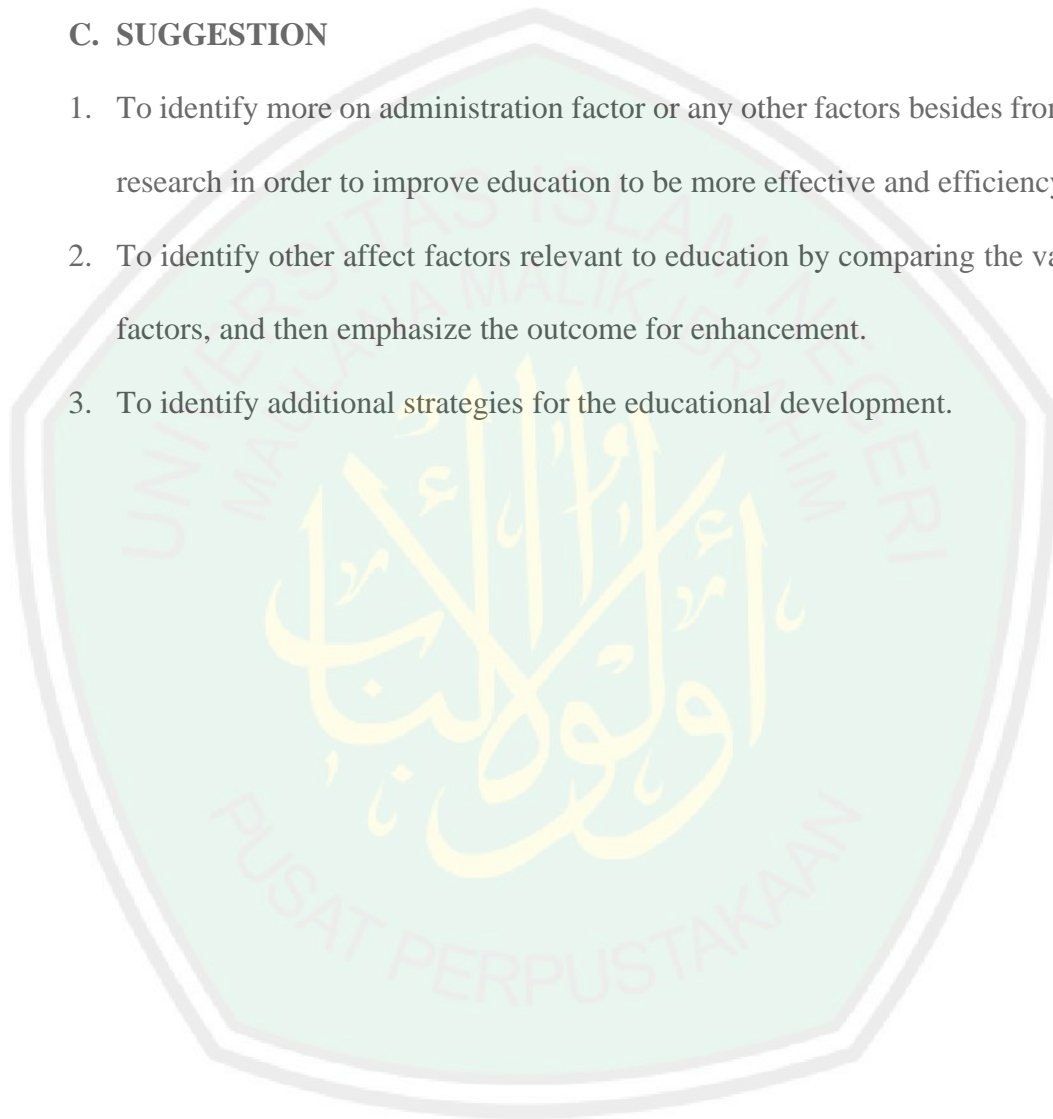
#### **e) Manage teaching and studying emphasize learner**

This part is consisting as above, studying of student management that the teachers have to research and integrating learning with students in accordance with the Islamic way. Because we are a few Muslim in Thailand, some of subject do not

related with Islamic and culture. Teachers need to research and integration of teaching in accordance with culture, traditional and local wisdom.

### C. SUGGESTION

1. To identify more on administration factor or any other factors besides from this research in order to improve education to be more effective and efficiency.
2. To identify other affect factors relevant to education by comparing the various factors, and then emphasize the outcome for enhancement.
3. To identify additional strategies for the educational development.



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**APPENDIX A**  
**CONSENT LETTER**

## SURAT KETERANGAN PENELITIAN

Nomor : Istimewa /2017

5 Setember 2017

Hal : Keizinan Penelitian

Kepada:

Yth. Prof.Dr.H. Baharuddin, M.Pd.I

Assalamu'alaikum Wr.Wb.

Yang bertandatangan di bawah ini kepala sekolah Samarddee Witya Patani Thailand , menerangkan bahwa mahasiswi dengan identitas :

Nama : Naseehah Hajido

NIM : 15710038

Program Studi : Magister Manajemen Pendidikan Islam

Dosen Pembimbing : 1. Dr.H.Munirul Abidin, M.Ag.

2. H.Aunur Rofiq,Lc.,M.Ag.,Ph.D.

Judul Tesis : Administration Factor effecting the Education quality of secondary school in Office of private education Pattani.

Yang bersangkutan telah mengadakan penelitian di sekolah Samarddee Witya

Sesuai dengan tugas akademinya dengan baik dan penuh tanggungjawab.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana Semestinya.

Wassalamu'alaikum Wr.Wb.

Kepala sekolah Samarddee Witya

Hj. Abdullah Zakarya Assomadee





**APPENDIX B**

**DOCUMENTATION AND INTERVIEWING**



แผนพัฒนาคุณภาพ

โรงเรียนสามารถดีวิทยา

ปี พ.ศ.2560 ถึง ปี พ.ศ. 2563

## สังกัด สำนักงานการศึกษาเอกชน อำเภอสายบุรี จังหวัดปัตตานี

### กระทรวงศึกษาธิการ

#### คำนำ

แผนพัฒนาคุณภาพการศึกษาประจำปีการศึกษา 2560 – 2563 ของโรงเรียนสามารถดีวิทยา ฉบับนี้ จัดทำขึ้นเพื่อเป็นเครื่องมือในการบริหารการศึกษา ที่มีระบบ มีทิศทาง มีระเบียบแบบแผน ตอบสนองมาตรฐานการศึกษาของชาติ และมาตรฐานการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการ โดยการสำรวจสภาพของโรงเรียน จากการรายงานการประเมินตนเอง การประเมินคุณภาพภายนอกของ สมศ. และผลการวิเคราะห์สถานการณ์ (SWOT analysis) กำหนดเป็นวิสัยทัศน์โรงเรียน วิสัยทัศน์หลักสูตร คุณลักษณะอันพึงประสงค์ของนักเรียน แผนพัฒนาคุณภาพการศึกษา ประกอบด้วย นโยบาย เป้าหมาย ตัวชี้วัดความสำเร็จ และ ยุทธศาสตร์ในการดำเนินงาน โครงการ / กิจกรรมที่สอดคล้องกับยุทธศาสตร์ในการพัฒนา

แผนพัฒนาฉบับนี้ ใช้เป็นแนวทางในการจัดทำแผนปฏิบัติงานประจำปีของโรงเรียน ในช่วงปี 2557 - 2559 เพื่อการพัฒนาโรงเรียนอย่างมีทิศทางต่อไป โรงเรียนขอขอบคุณผู้บริหาร คณะกรรมการบริหารโรงเรียน ครู นักเรียนและบุคลากรทุกท่านที่มีส่วนร่วมในการให้ข้อมูล ศึกษาและจัดทำแผนพัฒนาฉบับนี้ล่วงหน้าด้วยดี หวังเป็นอย่างยิ่งว่าเอกสารฉบับนี้จะเป็น ประโยชน์ต่อการพัฒนาการศึกษาให้ได้มาตรฐานตามเกณฑ์ที่กำหนด มีคุณภาพเป็นที่ยอมรับ เชื่อถือศรัทธาของนักเรียน ผู้ปกครอง ชุมชนและประเทศต่อไป

(นางอำมรินทร์ อัจฉอมาศิย์)

ผู้รับใบอนุญาตโรงเรียนสามารถดีวิทยา

1 พฤษภาคม 2560

ประกาศโรงเรียนสามารถดีวิทยา

เรื่อง การใช้แผนพัฒนาคุณภาพการศึกษา ระยะ 4 ปี (พ.ศ.2560 - 2563)

โดยที่มีการประกาศใช้กฎกระทรวงว่าด้วยระบบ หลักเกณฑ์ และวิธีการประกันคุณภาพการศึกษาพ.ศ. 2553 ที่ปรับปรุงใหม่ รวมทั้งนโยบายปฏิรูปการศึกษาในทศวรรษที่สองที่กำหนดเป้าหมายและยุทธศาสตร์อย่างชัดเจนในการพัฒนาคุณภาพคนไทยและการศึกษาไทยในอนาคต

ประกอบกับความในข้อ 14 (2) ของกฎกระทรวง ที่กำหนดให้สถานศึกษาขั้นพื้นฐานจัดทำแผนพัฒนาคุณภาพการศึกษาที่มุ่งคุณภาพตามมาตรฐานการศึกษาของสถานศึกษา และความในข้อ 16 ที่ระบุแนวทางการจัดทำแผนพัฒนาคุณภาพการศึกษาของสถานศึกษา ระยะ 4 ปี ประจำปีการศึกษา 2560 – 2563 ขึ้น

บัดนี้การจัดทำแผนพัฒนาคุณภาพการศึกษาของสถานศึกษา ระยะ 4 ปี ประจำปีการศึกษา 2560 – 2563 ได้เสร็จสิ้นเป็นที่เรียบร้อยแล้ว จึงได้นำเสนอต่อที่ประชุมคณะกรรมการบริหารโรงเรียนครั้งที่ 1 /2560 เมื่อวันที่ 15 เดือนพฤษภาคม พ.ศ.2560 ที่

ประชุมมีมติเห็นชอบให้โรงเรียนใช้แผนพัฒนาคุณภาพการศึกษา ระยะ 4 ปี ประจำปีการศึกษา 2560 – 2563 ได้

ทั้งนี้ตั้งแต่วันที่ 1 พฤษภาคม พ.ศ. 2560 เป็นต้นไป

ประกาศ ณ วันที่ 15 เดือน พฤษภาคม พ.ศ. 2560

ลงชื่อ.....

(นายอับดุลเลาะ อีซซอมมาดี)

ประธานคณะกรรมการบริหารโรงเรียน

สามารถดีวิทยา

(ประธานคณะกรรมการสถานศึกษา)

### ส่วนที่ 1 ข้อมูลทั่วไปของสถานศึกษา

#### 1.1 ประวัติการก่อตั้งสถานศึกษา

ปี พ.ศ. 2509 เริ่มก่อตั้ง โดยใช้ชื่อภาษาไทยว่า โรงเรียนบาโงกือยิวทยา และชื่อภาษาอาหรับว่า มะอูห์ดิลิบานาต มีนายหะยีสะมาเอ สามารถดี เป็นผู้รับใบอนุญาต นอกจากนั้นยังได้ดำรงตำแหน่งผู้จัดการ และครูใหญ่ในคราวเดียวกัน และการจัดการเรียนการสอนใช้หลักสูตรการศึกษาผู้ใหญ่

ปี พ.ศ.2521 ได้เปลี่ยนชื่อโรงเรียนเป็นภาษาอาหรับว่า มัลมะอูห์ด อีซซอมมาดี

ปี พ.ศ.2531 นายหะยีสะมาเอ ผู้ก่อตั้งเสียชีวิต จึงได้โอนกิจการให้

นางสุรีระ สามารถดี ในฐานะบุตรคนโตให้เป็นผู้รับใบอนุญาต มีนางอามีเนาะ มะสามะ บุตรสาวอีกหนึ่งคนดำรงตำแหน่งผู้จัดการ มีนางฮาบีบะ มะยูดิน ดำรงตำแหน่งครูใหญ่

การจัดการเรียนการสอนเปิดสอนวิชาศาสนาควบคู่วิชาสามัญ โดยวิชาสามัญใช้หลักสูตรมัธยมศึกษาตอนต้นพุทธศักราช 2521 โดยเปิดสอนระดับมัธยมศึกษาปีที่ 1-3 และหลักสูตร

อิสลามศึกษาตอนต้น อิบติดาอียะห์ พุทธศักราช 2523 โดยเปิดระดับอิสลามศึกษาตอนต้นปีที่ 1-4

ปี พ.ศ.2537 ได้แปรสภาพจากโรงเรียนเอกชนสอนศาสนาอิสลาม ตามพระราชบัญญัติโรงเรียนเอกชน พ.ศ. 2525 มาตรา 15(2) เป็นโรงเรียนเอกชนสอนศาสนาอิสลาม ตามพระราชบัญญัติโรงเรียนเอกชน พ.ศ. 2525 มาตรา 15(1) โดยมีนายรอยาลี หะแวกะจิ รักษาการในตำแหน่งครูใหญ่

ปี พ.ศ.2538 ได้เปลี่ยนชื่อภาษาไทยเป็น “โรงเรียนสามารถดีวิทยา”

ปี พ.ศ.2541 ได้จัดตั้งมูลนิธิในฐานะผู้อุปถัมภ์โรงเรียน โดยใช้ชื่อภาษาไทยว่า “มูลนิธิโรงเรียนสามารถดีเพื่อการศึกษา” ชื่อภาษาอาหรับว่า มุอัชชะซะห์ อัจชะอะมาดียะ

อัลคอยรียะห์ ลิตตะอะอฺลิม ลงนามโดย นางอามีนะห์ มะสามะ และมีนายอัब्ดุลเลาะ มะสามะ ดำรงตำแหน่งประธานมูลนิธิ

ปี พ.ศ. 2541 ได้รับอนุญาตให้ขยายหลักสูตรชั้นมัธยมศึกษาตอนปลายตามหลักสูตรมัธยมศึกษาตอนปลาย พุทธศักราช 2524 (ฉบับปรับปรุง พ.ศ. 2533)

ปี พ.ศ. 2543 ได้แต่งตั้งนายสะการียา แวโชะ ให้ดำรงตำแหน่งครูใหญ่ แทนนายรอยาลี หะแวกะจิ ที่ได้ลาออกไป

ปี พ.ศ.2544 ได้แต่งตั้ง นายอัब्ดุลเลาะ อัจชะอะมาดียะ ให้ดำรงตำแหน่งผู้จัดการ แทนนางอามีนะห์ อัจชะอะมาดียะ

ปี พ.ศ. 2546 โรงเรียนได้ใช้หลักสูตรการศึกษาขั้นพื้นฐาน พ.ศ. 2544 และได้รับอนุญาตให้ขยายความจุนักเรียนและเพิ่มห้องเรียน จากความจุเดิม 380 เป็น 490 และห้องเรียนจากเดิม 10 ห้อง เป็น 12 ห้อง

ปีพ.ศ.2549โรงเรียนได้รับอนุญาตให้ขยายความจุนักเรียนและเพิ่มห้องเรียน จากความจุเดิม 490 เป็น 1,285 และห้องเรียนจากเดิม 12 ห้อง เป็น 27 ห้อง

ปี พ.ศ. 2551 ได้แต่งตั้ง นางอามีนะห์ อัจชะอะมาดียะ ให้ดำรงตำแหน่งรองผู้อำนวยการโรงเรียน แทนนายสะการียา แวโชะ ที่ได้ลาออกไป

ปี พ.ศ. 2553 ได้แต่งตั้ง นายอำพล พลาลิน ให้ดำรงตำแหน่งผู้อำนวยการโรงเรียน แทนนายสะการียา แวโชะ ที่ได้ลาออกไป

ปี พ.ศ. 2556 ได้แต่งตั้ง นางอามีนะห์ อัจชะอะมาดียะ ให้ดำรงตำแหน่งผู้อำนวยการโรงเรียน แทนนายอำพล พลาลิน ที่ได้ลาออกไป

ปัจจุบันนางอามีนะห์ อัสซอมาดีย์ ดำรงตำแหน่งผู้รับใบอนุญาต ผู้อำนวยการ และนาย  
อับดุลละห์ อัสซอมาดีย์ ดำรงตำแหน่งผู้จัดการ

### พัฒนาการของโรงเรียน มี 2 สมัย ดังนี้

**สมัยที่ 1**           ก่อนแปรสภาพ (พ.ศ.2509 – 2536) มีการพัฒนาการเป็นไปอย่างค่อย  
เป็นค่อยไป

**สมัยที่ 2**           หลังแปรสภาพ (พ.ศ.2537 – ปัจจุบัน)

**ระยะที่ 1** (พ.ศ.2537 – พ.ศ.2541) แปรสภาพจากโรงเรียนเอกชนสอนศาสนา  
อิสลามตามมาตรา 15 (2 ) มาเป็นโรงเรียนเอกชนสอนศาสนาอิสลามมาตรา 15 (1) แห่ง  
พระราชบัญญัติโรงเรียนเอกชน พ.ศ. 2525 ช่วงนี้โรงเรียนเริ่มเข้าสู่ระบบมากขึ้น มีโครงสร้าง  
การบริหารที่ชัดเจนมากขึ้น มีระเบียบและกฎหมายเข้ามาเกี่ยวข้องมากขึ้น

**ระยะที่ 2** (พ.ศ.2542 – พ.ศ.2544) ใช้ธรรมนูญโรงเรียนฉบับที่ 1 ซึ่งเป็นแผน  
แม่บทเพื่อเป็นแนวทางการพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 3 ปี

**ระยะที่ 3** (พ.ศ.2545 - พ.ศ.2547) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน  
ฉบับที่ 2 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 3 ปี  
เป็นแผนต่อเนื่องจากธรรมนูญโรงเรียนฉบับที่ 1 ซึ่งได้มีการประเมินและแก้ไขข้อบกพร่อง  
ต่างๆจากฉบับแรก ทั้งนี้เพื่อให้สอดคล้องกับสภาพปัญหาของโรงเรียนที่เป็นอยู่ในขณะนั้น

**ระยะที่ 4** (พ.ศ.2548 – พ.ศ.2550) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน  
ฉบับที่ 3 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ3ปี  
ในช่วงการใช้แผนฉบับดังกล่าวโรงเรียนได้เข้าสู่ระบบประกันคุณภาพการศึกษามีการกำหนด  
มาตรฐานคุณภาพการศึกษาของโรงเรียน เพื่อใช้เป็นเกณฑ์ในการพัฒนาและได้รับการประเมิน  
จาก สมศ.รอบแรก

**ระยะที่ 5** (พ.ศ.2551 – พ.ศ.2553) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน  
ฉบับที่ 1 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 3 ปี  
ในช่วงของการใช้แผนพัฒนาดังกล่าว โรงเรียนมีการพัฒนาคุณภาพการจัดการเรียนการสอน  
ตามเกณฑ์มาตรฐานการศึกษา ทำให้คุณภาพผู้เรียนเป็นที่ยอมรับของสังคมและสอดคล้องกับ  
การประเมินจาก สมศ.รอบสอง

**ระยะที่ 6** (พ.ศ.2554 – พ.ศ. 2556 ) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน  
ฉบับที่ 5 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 5 ปี

ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางการพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 3 ปี ในแผนฉบับนี้เป็นการประมวลผลการจัดการศึกษาในรอบ 10 ปี (แผนพัฒนาฉบับที่ 1 – 4) มากำหนดเป็นวิสัยทัศน์ พันธกิจ เป้าประสงค์และยุทธศาสตร์ในการพัฒนา เพื่อขับเคลื่อนเจตนารมณ์แห่งการเป็นสถาบันการศึกษาที่มีคุณภาพต่อไป

ระยะที่ 7 (พ.ศ.2557 – พ.ศ.2559) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน ฉบับที่ 6 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางการพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 3 ปี ในแผนฉบับนี้เป็นการประมวลผลการจัดการศึกษามากำหนดเป็นวิสัยทัศน์ พันธกิจ เป้าประสงค์และยุทธศาสตร์ในการพัฒนา เพื่อขับเคลื่อนเจตนารมณ์แห่งการเป็นสถานบันการศึกษาที่มีคุณภาพตามวิถีอิสลามต่อไป

ระยะที่ 8 (พ.ศ.2560 – พ.ศ. 2563) ใช้แผนพัฒนาคุณภาพการศึกษาโรงเรียน ฉบับที่ 7 ซึ่งเป็นแผนแม่บทเพื่อเป็นแนวทางการพัฒนาคุณภาพการศึกษาของโรงเรียน ระยะ 4 ปี ในแผนฉบับนี้เป็นการประมวลผลการจัดการศึกษา รวมทั้งมาตรฐานการศึกษา มากำหนดเป็นวิสัยทัศน์ พันธกิจ เป้าประสงค์และยุทธศาสตร์ ในการพัฒนา เพื่อขับเคลื่อนเจตนารมณ์แห่งการเป็นสถานบันการศึกษาที่มีคุณภาพตามวิถีอิสลามต่อไป

### 1.2 สถานที่ตั้งของสถานศึกษา

ตั้งอยู่บนพื้นที่ขนาด 15 ไร่ 7 วา

เลขที่ 218 หมู่ที่ 3 ถนนกะลาพอใน ตำบลตะบิ้ง อำเภอสายบุรี จังหวัดปัตตานี รหัสไปรษณีย์ 94110

### 1.3 ข้อมูลบุคลากร (ข้อมูล ณ วันที่ 15 พ.ค 2560)

วุฒิการศึกษา	จำนวน					
	ศาสนา			สามัญ		
	ชาย	หญิง	รวม	ชาย	หญิง	รวม
ปริญญาโท	1	-	1	-	1	1
ปริญญาตรี	19	9	28	9	35	44
ต่ำกว่าปริญญาตรี	8	1	9	-	3	3
อื่นๆ	-	-	-	-	-	-
<b>รวม</b>	<b>28</b>	<b>10</b>	<b>38</b>	<b>9</b>	<b>39</b>	<b>48</b>

รวมทั้งหมด	86
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ตารางแสดงจำนวนบุคลากรของโรงเรียนปีการศึกษา 2560

ลำดับที่	บุคลากร	จำนวน		รวม
		ชาย	หญิง	
1	ผู้บริหาร	1	1	2
2	ครูผู้สอน	33	44	77
3	บุคลากรสนับสนุน	3	1	4
4	ข้าราชการ	-	1	1
5	พนักงานราชการ	-	2	2
รวม				86

1.4 ข้อมูลนักเรียน (ข้อมูล ณ วันที่ ...10../...06../..2560..)

จำนวนนักเรียนทั้งหมดในปีการศึกษา 2560 แยกเป็นระดับชั้นดังนี้

ระดับชั้น	จำนวน ห้องเรียน	จำนวนผู้เรียน		
		ชาย	หญิง	รวม
อนุบาล 1	1	9	11	20
อนุบาล 2	1	13	15	28
อนุบาล 3	1	18	22	40
รวมอนุบาล		40	48	88
ประถมศึกษาปีที่ 1	1	15	20	35
ประถมศึกษาปีที่ 2	1	11	26	37
ประถมศึกษาปีที่ 3	1	17	8	25
ประถมศึกษาปีที่ 4	1	16	11	27
ประถมศึกษาปีที่ 5	1	17	14	31

ประถมศึกษปีที่ 6	1	14	14	28
รวมประถม		90	93	183
มัธยมศึกษาปีที่ 1/1	1	37	-	37
มัธยมศึกษาปีที่ ½	1	44	-	44
มัธยมศึกษาปีที่ 1/3	1	-	30	30
มัธยมศึกษาปีที่ 1/4	1	-	29	29
มัธยมศึกษาปีที่ 2/1	1	24	-	24
มัธยมศึกษาปีที่ 2/2	1	29	-	29
มัธยมศึกษาปีที่ 2/3	1	-	29	29
มัธยมศึกษาปีที่ 2/4	1	-	29	29
มัธยมศึกษาปีที่ 3/1	1	35	-	35
มัธยมศึกษาปีที่ 3/2	1	28	-	28
มัธยมศึกษาปีที่ 3/3	1	-	36	36
มัธยมศึกษาปีที่ 3/4	1	-	25	25
รวมมัธยมศึกษาตอนต้น		197	178	375
มัธยมศึกษาปีที่ 4/1	1	38	-	38
มัธยมศึกษาปีที่ 4/2	1	-	32	32
มัธยมศึกษาปีที่ 4/3	1	26	10	36
มัธยมศึกษาปีที่ 5/1	1	25	-	25
ระดับชั้น	จำนวน ห้องเรียน	จำนวนผู้เรียน		
		ชาย	หญิง	รวม
มัธยมศึกษาปีที่ 5/2	1	-	32	32
มัธยมศึกษาปีที่ 5/3	1	18	13	31
มัธยมศึกษาปีที่ 6/1	1	13	-	13
มัธยมศึกษาปีที่ 6/2	1	-	33	33
มัธยมศึกษาปีที่ 6/3	1	14	14	28
รวมมัธยมศึกษาตอนปลาย		134	135	269
รวม	30	461	454	915

## 1.5 ข้อมูลทรัพยากรของสถานศึกษา

### 1.5.1 ข้อมูลด้านอาคารสถานที่ (ข้อมูลปีการศึกษา 2560)

#### ข้อมูลด้านอาคารสถานที่

-เนื้อที่ .....15.....ไร่ .....-.....วา

-พื้นที่ปลูกสร้างอาคาร .....10.....ไร่ .....งาน

-พื้นที่สนาม / นันทนาการ .....2.....ไร่

-จำนวนอาคารเรียนถาวรรวม .....4.....หลัง

-จำนวนอาคารเรียนชั่วคราว รวม.....-.....หลัง

-จำนวนห้องเรียนทั้งหมด.....31.....ห้อง

-จำนวนสนามกีฬา .....2.....สนาม ได้แก่ สนามฟุตบอล และ สนามตะกร้อ

#### จำนวนห้องประกอบการ

-ห้องทดลองวิทยาศาสตร์.....1.....ห้อง เฉลี่ย คิดเป็น.....48.....ตาราง  
เมตร

-ห้องคอมพิวเตอร์.....1.....ห้อง เฉลี่ย คิดเป็น.....80.....ตาราง  
เมตร

-ห้องดนตรี – นาฏศิลป์.....-.....ห้อง เฉลี่ย คิดเป็น.....-.....ตาราง  
เมตร

-ห้องปฏิบัติการทางภาษา.....1.....ห้อง เฉลี่ย คิดเป็น.....63.....ตาราง  
เมตร

-ห้องกิจกรรมอื่นๆ.....1.....ห้อง เฉลี่ย คิดเป็น.....54..... ตารางเมตร

-ห้องพยาบาล.....1.....ห้อง เฉลี่ย คิดเป็น.....20.....ตารางเมตร

-ห้องสมุด.....1.....ห้อง เกลี้ย คัดเป็น.....104.....ตารางเมตร

-ห้องละหมาด.....1.....ห้อง เกลี้ย คัดเป็น.....800.....ตารางเมตร

-จำนวนห้องเรียนทั้งหมด .....31.....ห้องเรียน แบ่งเป็น

ชั้นอะไรบ่าง ชั้นอนุบาล จำนวน 4 ห้อง , ชั้นประถมศึกษาปีที่ 1-6 จำนวน

6 ห้อง

ชั้นมัธยมศึกษาปีที่ 1 - 6 จำนวน 21 ห้อง

### 1.5.2 ข้อมูลทรัพยากรที่จำเป็น (ข้อมูลปีการศึกษา 2560)

-จำนวนคอมพิวเตอร์ ทั้งหมด.....71.....เครื่อง

-ใช้เพื่อการเรียนการสอน จำนวน.....50.....เครื่อง

-ใช้ในงานบริหาร จำนวน.....21.....เครื่อง

-เล่นอินเทอร์เน็ตได้.....71.....เครื่อง

-จำนวนเครื่องถ่ายเอกสารจำนวน.....1.....เครื่อง

-จำนวนเครื่องเล่น วีดีโอ จำนวน.....1.....เครื่อง

-จำนวนเครื่องโทรสาร จำนวน.....1.....เครื่อง

-จำนวนโทรศัพท์ จำนวน.....15.....เครื่อง

-จำนวนวิทยุ จำนวน.....1.....เครื่อง

-จำนวนเครื่องรับสัญญาณดาวเทียม จำนวน.....1.....เครื่อง

-จำนวนเครื่องฉายโปรเจคเตอร์ จำนวน.....1.....เครื่อง

### 1.6 ข้อมูลงบประมาณของสถานศึกษา

เงินงบประมาณที่ใช้ปี 2560 เป็นเงิน 12,889.588 บาท

-เงินงบประมาณ 12,609,588 บาท

-เงินนอกงบประมาณ 280,000 บาท

-งบประมาณ / ทรัพยากรสนับสนุนอื่น.....-.....

ร้อยละของงบเงินเดือนต่องบประมาณที่ได้รับ .....75.83.....

ร้อยละของรายจ่ายต่อรายรับ โดยเฉลี่ยของสถานศึกษา ..... 24.16.....

### 1.7 สภาพชุมชนโดยรวม

1.สภาพชุมชนรอบบริเวณโรงเรียนมีลักษณะ เป็นชุมชนชนบท แต่มีความสะดวกในเรื่องต่างๆ เช่น มีถนนหนทางที่สะดวก มีระบบโทรคมนาคมดี ส่วนในเมือง ไม่แออัดมากจนเกินไป

2.จำนวนประชากรประมาณ 7,000 คน

3.จำนวนเด็กในวัยเรียน.....

4.อาชีพสำคัญ คือ ชาวนา และชาวนา (นาข้าว ยางพารา ลองกอง เป็นต้น) เนื่องจาก มีสภาพที่เอื้อต่อการประกอบอาชีพเกษตรกรรม

5.ศาสนา นับถือศาสนาอิสลาม คิดเป็นร้อยละ 100

6.รายได้เฉลี่ยต่อครอบครัว ต่อปี 78,000 บาท

7.โอกาสของสถานศึกษากับความร่วมมือในด้านต่างๆของชุมชน สังคมให้การยอมรับชุมชนให้ความร่วมมืออย่างเข้มแข็ง แต่อยู่ในสภาพการแข่งขันระหว่างโรงเรียนค่อนข้างสูง และผู้เรียนมีความรู้พื้นฐานในระดับคุณภาพที่หลากหลาย

**ระดับการศึกษาขั้นพื้นฐาน : ประถมศึกษาและมัธยมศึกษา**

ชื่อตัวบ่งชี้	ระดับคุณภาพ
มาตรฐานที่ 1 มาตรฐานที่วัดด้วยผลการจัดการศึกษา	
กลุ่มตัวบ่งชี้พื้นฐาน	

ตัวบ่งชี้ที่ 1 ผู้เรียนมีสุขภาพกายและสุขภาพจิตที่ดี	ดีมาก
ตัวบ่งชี้ที่ 2 ผู้เรียนมีคุณธรรม จริยธรรมและค่านิยมที่พึงประสงค์	ดีมาก
ตัวบ่งชี้ที่ 3 ผู้เรียนมีความใฝ่รู้ และเรียนรู้อย่างต่อเนื่อง	ดี
ตัวบ่งชี้ที่ 4 ผู้เรียนคิดเป็น ทำเป็น	ดีมาก
ตัวบ่งชี้ที่ 5 ผลสัมฤทธิ์ทางการเรียนของผู้เรียน	ต้อง ปรับปรุง
<b>กลุ่มตัวบ่งชี้อัตลักษณ์</b>	
ตัวบ่งชี้ที่ 9 ผลการพัฒนาให้บรรลุตามปรัชญา ปณิธาน / วิสัยทัศน์ พันธกิจ และวัตถุประสงค์ของการจัดตั้งสถานศึกษา	ดีมาก
ตัวบ่งชี้ที่ 10 ผลการพัฒนาตามจุดเน้นและจุดเด่นที่ส่งผลกระทบต่อเป็นเอกลักษณ์ของสถานศึกษา	ดีมาก
<b>กลุ่มตัวบ่งชี้มาตรการส่งเสริม</b>	
ตัวบ่งชี้ที่ 11 ผลการดำเนินงาน โครงการพิเศษเพื่อส่งเสริมบทบาทของสถานศึกษา	ดีมาก
<b>มาตรฐานที่ 2 มาตรฐานที่ว่าด้วยการบริหารจัดการศึกษา</b>	
<b>กลุ่มตัวบ่งชี้พื้นฐาน</b>	
ตัวบ่งชี้ที่ 7 ประสิทธิภาพของการบริหารจัดการและการพัฒนาสถานศึกษา	ดี
<b>กลุ่มตัวบ่งชี้มาตรการส่งเสริม</b>	
ตัวบ่งชี้ที่ 12 ผลการส่งเสริมพัฒนาสถานศึกษาเพื่อยกระดับมาตรฐาน รักษา มาตรฐาน และพัฒนาสู่ความเป็นเลิศที่สอดคล้องกับแนวทางการปฏิรูปการศึกษา	ดีมาก
<b>มาตรฐานที่ 3 มาตรฐานที่ว่าด้วยการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ</b>	
<b>กลุ่มตัวบ่งชี้พื้นฐาน</b>	
ตัวบ่งชี้ที่ 6 ประสิทธิภาพของการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ	ดี
<b>มาตรฐานที่ 4 มาตรฐานที่ว่าด้วยการประกันคุณภาพภายใน</b>	
<b>กลุ่มตัวบ่งชี้พื้นฐาน</b>	

ตัวบ่งชี้ที่ 8 พัฒนาการของการประกันคุณภาพภายใน โดยสถานศึกษาและ ต้นสังกัด	ดีมาก
รวม	ดี

ข้อเสนอแนะเพื่อการพัฒนาตามกฎกระทรวงว่าด้วยระบบ หลักเกณฑ์ และวิธีการประกัน  
คุณภาพการศึกษา

ระดับการศึกษาขั้นพื้นฐาน : ระดับประถมศึกษา และมัธยมศึกษา

#### 1.ด้านผลการจัดการศึกษา

1)ควรจัดกิจกรรมส่งเสริมนักเรียนที่มีความสามารถด้านศิลปะ ดนตรี นาฏศิลป์ กีฬา  
ให้ไปสู่ความเป็นเลิศ

2) ควรจัดกิจกรรม โรงเรียนส่งเสริมสุขภาพให้ครบถ้วนตามเกณฑ์มาตรฐาน โรงเรียน  
ส่งเสริมสุขภาพและมีการส่งเข้าประกวดในระดับต่างๆ

3)ควรส่งเสริมและให้ความสำคัญกับผู้เรียนในการเป็นแบบอย่างที่ดี การดำเนินชีวิต  
อย่างประมาทคน มีเหตุผล รอบคอบ ระมัดระวัง อยู่ร่วมกับผู้อื่นด้วยความรับผิดชอบ ไม่  
เบียดเบียนผู้อื่น เห็นคุณค่าของทรัพยากรต่างๆ มีการวางแผนป้องกันความเสี่ยงและพร้อมรับ  
การเปลี่ยนแปลง

4)แนะนำให้นักเรียนสามารถเลือกใช้ประโยชน์จากสื่อเทคโนโลยีในการประมวลผล  
ข้อมูลได้ถูกต้องสร้างผลงานที่คุ้มค่า ด้วยวิธีการที่หลากหลาย และสามารถเป็นแบบอย่างที่ดี  
ให้คำแนะนำ ซึ่งแนะแก่ผู้อื่นได้

5)ส่งเสริมให้ผู้เรียนมีนิสัยรักการอ่าน และพัฒนาความสามารถด้านการเขียนเพื่อ  
ถ่ายทอดความรู้สึกนึกคิดเรื่องราว ประสบการณ์ต่างๆให้ผู้อื่นได้

6)ควรพัฒนานักเรียนให้ผลสัมฤทธิ์ทางการเรียนเฉลี่ย ( 8 กลุ่มสาระการเรียนรู้) ของ  
นักเรียนสูงขึ้นทั้งระดับสถานศึกษา และผลการทดสอบรวบยอดเฉลี่ยระดับชาติ

7) ควรพัฒนาผู้เรียนให้มีทักษะการใช้ภาษาที่ถูกต้องตามหลักภาษาเพื่อการสื่อสารผ่านกระบวนการคิดกระบวนการแก้ปัญหาอย่างมีเหตุผล

## 2. ด้านการบริหารจัดการศึกษา

1) ผู้บริหารควรให้คำแนะนำ คำปรึกษาทางวิชาการและสนับสนุน ส่งเสริมให้ครูมีการพัฒนาและใช้หลักสูตรสถานศึกษา การจัดการเรียนรู้ การสร้าง พัฒนาและการเลือกใช้สื่อการเรียน การวัดและประเมินผลการเรียนรู้ การวิจัยเพื่อพัฒนาการเรียนรู้อย่างมีประสิทธิภาพ โดยมีการปฏิบัติที่ชัดเจน มีการจัดทำเอกสาร หรือหลักฐานเชิงประจักษ์

2) สถานศึกษามีผลงาน / โครงการที่ใช้การวิจัยเป็นส่วนหนึ่งในการเรียนรู้อย่างน้อย 3 กลุ่มสาระ

3) สถานศึกษามีการจัดกิจกรรมชุมนุม / ชมรมต่างๆ มีหลากหลาย สามารถตอบสนองความต้องการความถนัดและความสนใจของผู้เรียนได้อย่างทั่วถึง

4) สถานศึกษามีการจัดรายวิชาเพิ่มเติมที่มีการบูรณาการข้ามกลุ่มสาระอย่างน้อย 2 รายวิชา

5) สถานศึกษามีการทบทวนหลักสูตรสถานศึกษาทุกปีการศึกษาโดยใช้สรุปผลการติดตามการใช้หลักสูตร ผลการวิจัยชั้นเรียนของครูหรือผลงานวิจัยอื่นๆ ที่เกี่ยวข้อง มาเป็นข้อมูลในการปรับปรุงพัฒนาหลักสูตร

6) สถานศึกษามีการจัดซื้อ จัดหาสื่อและเทคโนโลยีสารสนเทศที่เพียงพอเพื่อให้บริการแก่ผู้เรียน

7) สถานศึกษามีการกำหนดแนวทางการส่งเสริม สนับสนุนให้มีการแลกเปลี่ยนเรียนรู้ระหว่างบุคลากรภายในสถานศึกษาผ่านกิจกรรม สื่อเทคโนโลยีสารสนเทศหรือแหล่งเรียนรู้ ต่างๆ ภายในสถานศึกษาและมีการดำเนินการตามแนวทางที่กำหนดอย่างชัดเจน

8) สถานศึกษามีการกำหนดแนวทางการส่งเสริม สนับสนุนให้มีการแลกเปลี่ยนเรียนรู้ระหว่างบุคลากรสถานศึกษากับครอบครัว ชุมชน และองค์กรที่เกี่ยวข้องผ่านกิจกรรม สื่อเทคโนโลยีสารสนเทศหรือแหล่งเรียนรู้ต่างๆ ทั้งภายในและภายนอกสถานศึกษา และดำเนินการตามแนวทางที่กำหนดอย่างชัดเจน

9)สถานศึกษาควรกำหนดขั้นตอนการดำเนินงานในการพัฒนาแหล่งเรียนรู้ภายในและภายนอกสถานศึกษา โดยศึกษา วิเคราะห์ข้อมูลสารสนเทศแหล่งเรียนรู้ภายในและภายนอกสถานศึกษา จัดทำแผนพัฒนาและดำเนินการตามขั้นตอนตามที่กำหนดอย่างชัดเจน

10) สถานศึกษาควรประสานงาน และมีกิจกรรมร่วมกันระหว่างบ้านและโรงเรียนในการส่งเสริมอัตลักษณ์ของสถานศึกษา

11)สถานศึกษาควรวิเคราะห์ผลการพัฒนาตามมาตรฐานนี้ และวางแผนการพัฒนา เพื่อให้สอดคล้องกับนโยบายจุดเน้น แนวทางการปฏิรูปการศึกษาในปัจจุบัน

### 3.ด้านการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ

1)ครูควรมีการศึกษาค้นคว้า แสวงหาความรู้ และมีความรู้เกี่ยวกับการวิจัยในชั้นเรียน

2)ครูควรทำวิจัยในชั้นเรียนอย่างน้อยปีละ 1 เรื่องในกลุ่มสาระการเรียนรู้ที่ตนรับผิดชอบ และมีผลงานเป็นแบบอย่างที่ดีและสามารถให้คำแนะนำ ชี้แนะแก่ผู้อื่นได้

3)ครูควรนำผลจากการวิจัยในชั้นเรียน ไปแก้ปัญหา และหรือพัฒนาผู้เรียน มีการเผยแพร่ผลงานวิจัยและมีการแก้ปัญหาและหรือพัฒนาผู้เรียน โดยการวิจัยอย่างต่อเนื่อง

4)ครูควรมีการวางแผนจัดทำ จัดหา พัฒนาสื่อ นวัตกรรมและเทคโนโลยีที่สอดคล้องกับการจัดการเรียนรู้และนำสื่อ นวัตกรรมและเทคโนโลยีมาใช้ในการจัดการเรียนรู้อย่างมีประสิทธิภาพ

5)ครูควรนำบริบทและภูมิปัญญาท้องถิ่นมาบูรณาการในการจัดการเรียนรู้ที่เหมาะสมสอดคล้องกับเนื้อหาและลักษณะของกิจกรรมการเรียนรู้

6)ครูควรมีการประเมินคุณภาพและประสิทธิภาพของสื่อ โดยผ่านกระบวนการศึกษาวิจัย

### 4.ด้านการประกันคุณภาพภายใน

1)ควรกำหนดผู้รับผิดชอบและและจัดทำสารสนเทศให้เป็นหมวดหมู่ ถูกต้องครอบคลุม ทันสมัยและพร้อมใช้งาน สนองตอบความต้องการของผู้ที่เกี่ยวข้อง

2)สถานศึกษาควรส่งเสริมให้บุคลากรทุกคน คนให้ความสำคัญการดำเนินงานระบบประกันคุณภาพภายใน โดยให้ถือเป็นการปฏิบัติงานตามภารกิจปกติภายในสถานศึกษาโดยมีมาตรฐานรองรับภายใต้ระบบ (PDCA)

กำหนดระยะเวลาในการพัฒนาทุกด้านภายใน 2 ปี

นวัตกรรมหรือตัวอย่างการปฏิบัติที่ดี (Good Practice) ของสถานศึกษาที่เป็นประโยชน์ต่อสังคม

ไม่มี

ทิศทางการพัฒนาคุณภาพของสถานศึกษา ระดับการศึกษาขั้นพื้นฐาน : ประถมศึกษาและมัธยมศึกษา

#### 1.ด้านผลการจัดการศึกษา

1)โรงเรียนมีการจัดกิจกรรมส่งเสริมด้านศิลปะ ดนตรี กีฬา และความสามารถทางวิชาการ ทั้งระดับกลุ่มสาระและระดับโรงเรียน ตลอดจนส่งเสริมให้นักเรียนเข้าร่วมการแข่งขันด้านศิลปะ ดนตรี นาฏศิลป์ กีฬา และทางวิชาการ ในระดับต่างๆตามแต่โอกาส โดยผ่านการคัดเลือกนักเรียนที่มีความสามารถ ความถนัดและความสนใจ

2)โรงเรียนส่งเสริมให้มีการจัดกิจกรรมรักการอ่านให้กับนักเรียนทุกคนได้มีส่วนร่วม โดยผลักดันให้ครูประจำชั้นมีส่วนร่วมในการทำกิจกรรม

3)โรงเรียนกำหนดและส่งเสริมให้มีการจัดโครงการยกระดับผลสัมฤทธิ์ทางการเรียน โดยกำหนดกิจกรรมต่างๆ อาทิ เรียนรู้นอกสถานที่แต่ละกลุ่มสาระ การแข่งขันกลุ่มสาระ กิจกรรมดิวิ กิจกรรมพี่สอนน้อง เป็นต้น

4)โรงเรียนมีการรณรงค์การใช้ภาษาไทยในการสื่อสาร ส่งเสริมการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ โดยผ่านการตรวจแผนการจัดการเรียนรู้รายสัปดาห์และผ่านการนิเทศการสอน

#### 2.ด้านการบริหารการจัดการศึกษา

1) โรงเรียนได้มีการส่งเสริมให้ครูนำหลักสูตรสถานศึกษาเพื่อนำไปวางแผนการจัดทำแผนการจัดการเรียนรู้ ส่งเสริมการจัดทำสื่อการเรียนการสอน ออกแบบการวัดและประเมินผลที่มีคุณภาพโดยผ่านการตรวจสอบจากฝ่ายวิชาการ ส่งเสริมให้มีการจัดทำการวิจัยในชั้นเรียนอย่างน้อยคนละ 1 เรื่อง

2) โรงเรียนได้มีการจัดตั้งชมรมต่างๆที่หลากหลาย อาทิ ชมรมวิทยาศาสตร์ ชมรมคณิตศาสตร์ ชมรมภาษา ชมรมอาหาร ชมรมช่างไม้ ชมรมกีฬา ชมรมตัดผล เป็นต้น เพื่อตอบสนองความต้องการและความสนใจของผู้เรียน

3) โรงเรียนได้มีการจัดซื้อสื่อเทคโนโลยีสารสนเทศเพื่อใช้ในการเรียนรู้ โดยการจัดตั้งทีวีเน็ตในแต่ละห้องเรียน รวมทั้งห้องประกอบการ

4) โรงเรียนได้จัดกิจกรรมส่งเสริมการมีส่วนร่วมของชมรมต่อการจัดการเรียนรู้โดยจัดให้มีการเรียนรู้นอกสถานที่โดยมีชาวบ้านเป็นวิทยากร ตลอดจนกำหนดให้มีการพบปะผู้ปกครองเพื่อแลกเปลี่ยนเรียนรู้ระหว่างโรงเรียนและผู้ปกครอง

5) โรงเรียนได้กำหนดให้ฝ่ายผู้รับผิดชอบจัดทำแหล่งเรียนรู้ภายในสถานศึกษาเพื่อใช้ในการเรียนรู้ต่างๆของแต่ละกลุ่มสาระ

### 3.ด้านการจัดการเรียนการสอนที่เน้นผู้เรียนเป็นสำคัญ

1) โรงเรียนกำหนดให้ครูผู้สอนจัดทำวิจัยในชั้นเรียนอย่างน้อยปีการศึกษาละ 1 เรื่อง

2) โรงเรียนส่งเสริม สนับสนุน ให้ครูผู้สอนจัดทำ จัดซื้อสื่อเพื่อส่งเสริมการเรียนรู้ของผู้เรียน

### 4.ด้านการประกันคุณภาพภายใน

1) โรงเรียนได้มีการจัดตั้งคณะกรรมการประกันคุณภาพภายในเพื่อทำหน้าที่ตรวจสอบ นิเทศ ติดตามการปฏิบัติงานต่างๆของฝ่ายงานตามโครงสร้างการบริหารสร้างโรงเรียน เพื่อรายงานผลให้ผู้บริหารทราบและทำการ ส่งเสริมสนับสนุน ผลักดันในขณะทำงานทำหน้าที่ได้อย่างมีประสิทธิภาพและประสิทธิผลต่อไป

2) โรงเรียนมีการกำหนดให้ฝ่ายผู้รับผิดชอบจัดทำข้อมูลสารสนเทศให้เป็นปัจจุบัน จัดเป็นหมวดหมู่

ถ่ายทอดการนำข้อมูลไปใช้ประโยชน์เพื่อการพัฒนาการจัดการภายในสถานศึกษา กำหนดให้มีการปรับปรุงแก้ไขข้อมูลเป็นประจำ อย่างน้อยเดือนละ 1 ครั้ง และนำข้อมูลดังกล่าวรายงานให้บุคลากรและบุคคลอื่นๆได้นำไปใช้ประโยชน์ต่อไป

## ส่วนที่ 2 การบริหารจัดการของสถานศึกษา

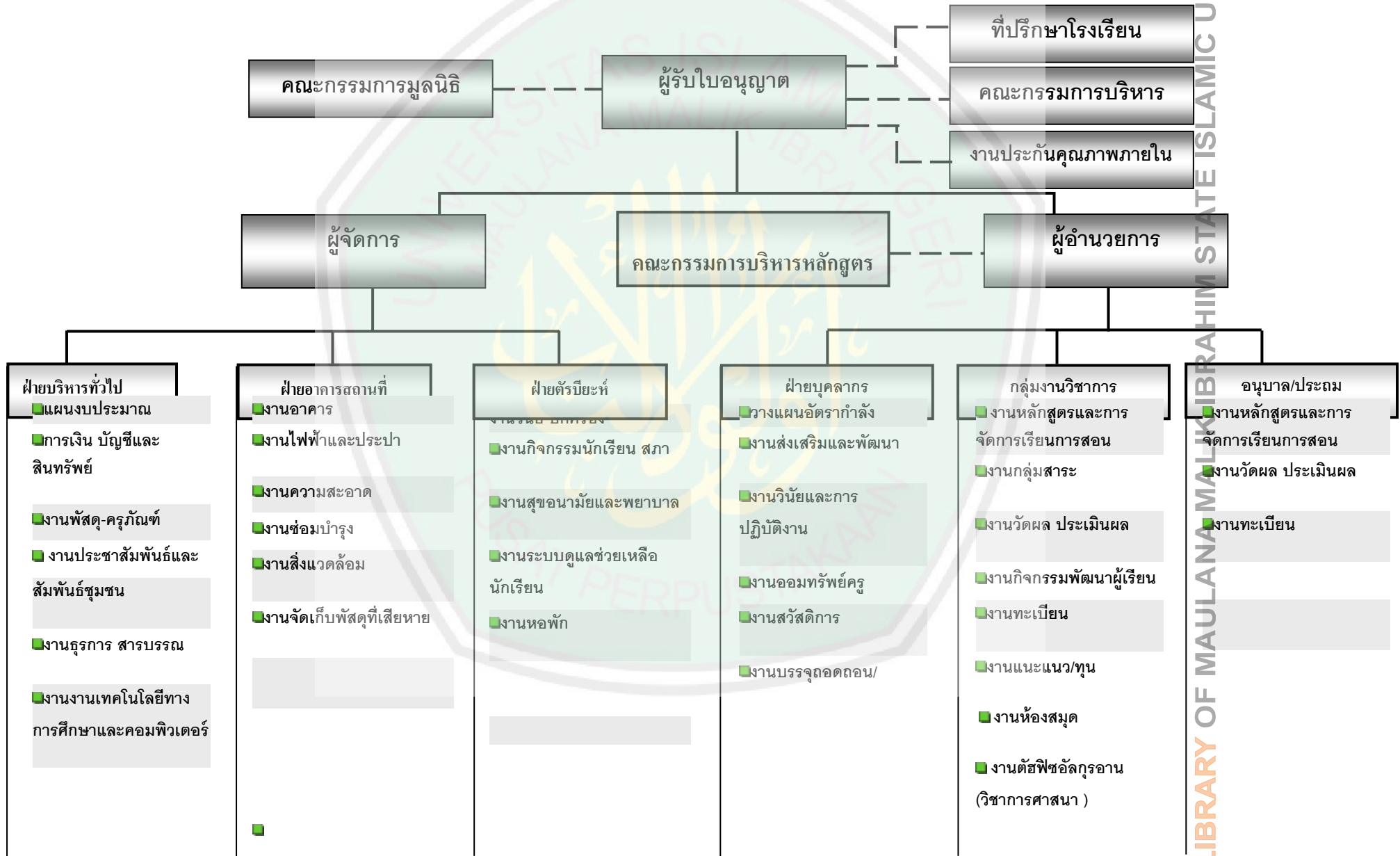
### 2.1 ข้อมูลคณะกรรมการบริหารสถานศึกษา

2.1. นายอับดุลเลาะ อีซซอมาตีย์	ประธานมูลนิธิฯ - ผู้จัดการ	ประธานคณะกรรมการ
2.2. นางอามีนะห์ อีซซอมาตีย์	ผู้รับใบอนุญาต - ผู้อำนวยการ	กรรมการและเลขานุการ
2.3. นายบาชีร์ อาลีอาดัม	ผู้ทรงคุณวุฒิ	กรรมการ
2.4. นายมะห์มูด อุษมานีย์	ผู้ทรงคุณวุฒิ	กรรมการ
2.5. นายสกาเรีย แวโซ๊ะ	ผู้ทรงคุณวุฒิ	กรรมการ
2.6. นางรอฮีม๊ะ ดอเลาะ	ผู้แทนผู้ปกครอง	กรรมการ
2.7. นางเจบีเดาะ ยูโซ๊ะ	ผู้แทนครู	กรรมการ

### 2.2 คณะที่ปรึกษา / ผู้ทรงคุณวุฒิของสถานศึกษา

2.2.1 นายรณชัย ขอมเต็ม	ผู้อำนวยการสำนักงานการศึกษาเอกชนสาขามุรี
2.2.2 นายสกาเรีย แวโซ๊ะ	ศึกษานิเทศก์สำนักงานการศึกษาเอกชนนราธิวาส

### 2.3 โครงสร้างการจัดการบริหารงานโรงเรียนสามารถดีวิทยา ปีการศึกษา 255



### ส่วนที่ 3 แผนพัฒนาคุณภาพสถานศึกษา

#### 3.1 ปรัชญา

ความรู้ดี      คุณธรรมเด่น      เน้นความสะอาด      ปราศจาก  
สิ่งเสพติด

#### 3.2 วิสัยทัศน์

ภายในปีการศึกษา 2560 - 2563 โรงเรียนสามารถศึกษา มุ่งพัฒนาโรงเรียนวิถีสลาม  
สู่การเป็นมุสลิมที่สมบูรณ์ดำรงชีวิตในสังคมของการเปลี่ยนแปลง โดยยึดหลักธรรมอิสลาม  
รักการเรียนรู้ มีทักษะที่จำเป็นตามหลักสูตรผ่านหลักสูตรสถานศึกษาที่ได้มาตรฐาน ภายใต้  
ระบบบริหารคุณภาพ PDCA ด้วยหลักการมีส่วนร่วมและการประเมินคุณภาพที่เข้มแข็ง

#### 3.3 พันธกิจ

ที่	ข้อความพันธกิจ
1	สร้างบรรยากาศแห่งวิถีสลามภายในโรงเรียนสู่ชุมชน ปลุกฝังนักเรียนให้เป็นมุสลิมที่มีคุณลักษณะของมุสลิมที่ดี 10 ประการ
2	พัฒนาทักษะของผู้เรียนให้มีความรู้และทักษะที่จำเป็นตามหลักสูตรสถานศึกษา
3	พัฒนาหลักสูตรสถานศึกษาให้สอดคล้องกับหลักสูตรแกนกลางและบริบทของชุมชนสร้างโอกาสให้นักเรียนทุกคนมีส่วนร่วมในกระบวนการจัดการเรียนรู้
4	พัฒนาครูและบุคลากรให้มีความเชี่ยวชาญตามมาตรฐานวิชาชีพ
5	พัฒนาระบบบริหารคุณภาพแบบ PDCA จัดระบบข้อมูลสารสนเทศที่เป็นระบบ ให้เกิดประโยชน์สูงสุด
6	พัฒนาการนิเทศ ติดตาม ประเมินผลการบริหารและการจัดการศึกษาที่เป็นระบบและดำเนินอย่างต่อเนื่อง
7	พัฒนาระบบการประกันคุณภาพภายในเพื่อยกระดับคุณภาพการจัดการศึกษาให้ดียิ่งขึ้น

8	สร้างสภาพแวดล้อมทางกายภาพและสังคมที่เอื้อต่อการจัดการเรียนรู้ ประสานการมีส่วนร่วมของผู้เกี่ยวข้องของทุกฝ่ายร่วมกันรับผิดชอบต่อการพัฒนาคุณภาพสถานศึกษา
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### 3.4 ยุทธศาสตร์

ที่	ข้อความยุทธศาสตร์
1	ปลูกฝังผู้เรียนด้านคุณธรรมตามวิถีอิสลาม
2	พัฒนาผู้เรียนด้านความรู้และทักษะที่จำเป็นตามหลักสูตร
3	ส่งเสริมศักยภาพครูและบุคลากรตามมาตรฐานวิชาชีพ
4	พัฒนาคุณภาพหลักสูตรและกระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ
5	พัฒนาระบบบริหารคุณภาพและระบบประกันคุณภาพแบบ PDCA
6	ประสานความร่วมมือกับชุมชน เพื่อสร้างบรรยากาศแห่งการเรียนรู้

### 3.5 กลยุทธ์การพัฒนา

ยุทธศาสตร์ที่ 1 ปลูกฝังผู้เรียนด้านคุณธรรมตามวิถีอิสลาม	
กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	สร้างผู้เรียนให้มีหลักศรัทธาที่บริสุทธิ์
2	พัฒนาผู้เรียนให้ปฏิบัติศาสนกิจที่ถูกต้อง
3	พัฒนาผู้เรียนให้มีจริยธรรมที่ดีงามและมั่นคง
4	พัฒนาผู้เรียนให้เป็นผู้รอบรู้และรักการเรียนรู้
5	พัฒนาผู้เรียนให้เป็นผู้มีสุขภาพร่างกายที่แข็งแรงสมบูรณ์
6	สร้างผู้เรียนให้มีความพร้อมในการศึกษาต่อและการประกอบอาชีพ สุจริต
7	พัฒนาผู้เรียนให้มีจิตสาธารณะ
8	พัฒนาผู้เรียนให้สามารถต่อสู้กับกิเลสตัณหา
9	พัฒนาผู้เรียนให้รู้จักการบริหารเวลาอย่างรู้คุณค่า
10	พัฒนาผู้เรียนให้เป็นผู้มีระเบียบวินัย

ยุทธศาสตร์ที่ 2 พัฒนาผู้เรียนด้านความรู้และทักษะที่จำเป็นตามหลักสูตร
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กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	พัฒนาผู้เรียนให้มีความสามารถในการอ่าน การเขียน การสื่อสาร และการคิดคำนวณตามเกณฑ์ของแต่ละชั้น
2	พัฒนาผู้เรียนให้มีความสามารถในการคิดวิเคราะห์ คิดอย่างมี วิจารณ์ วิจารณ์ อภิปราย แลกเปลี่ยนความคิดเห็น และแก้ปัญหา
3	พัฒนาผู้เรียนให้มีความสามารถในการใช้เทคโนโลยีสารสนเทศและการ สื่อสาร
4	พัฒนาผู้เรียนให้มีความผลสัมฤทธิ์ทางการเรียนในระดับดี
5	พัฒนาผู้เรียนให้มีความพัฒนาการจากผลการทดสอบระดับชาติ

ยุทธศาสตร์ที่ 3 ส่งเสริมศักยภาพครูและบุคลากรตามมาตรฐานวิชาชีพ	
กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	พัฒนาครูและบุคลากรให้มีความเชี่ยวชาญทางวิชาชีพ
2	พัฒนากระบวนการจัดการเรียนรู้ที่สร้างโอกาสให้ผู้เรียนทุกคนมีส่วนร่วม
3	พัฒนาครูผู้สอนและบุคลากรทางการศึกษาตามจรรยาบรรณวิชาชีพ

ยุทธศาสตร์ที่ 4 พัฒนาคูณภาพหลักสูตรและกระบวนการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ	
กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	พัฒนาหลักสูตรของสถานศึกษาให้สอดคล้องกับบริบทของชุมชน โดย ชุมชนมีส่วนร่วม
2	พัฒนากระบวนการจัดการเรียนรู้ที่สร้างโอกาสให้ผู้เรียนทุกคนมีส่วนร่วม

ยุทธศาสตร์ที่ 5 พัฒนาระบบบริหารคุณภาพและระบบประกันคุณภาพแบบ PDCA	
กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	การจัดการข้อมูลสารสนเทศที่เป็นระบบและมีประโยชน์ต่อการพัฒนา

2	พัฒนาระบบการบริหารงานแบบ PDCA อย่างต่อเนื่องและให้มีคุณภาพ โดยยึดหลักการมีส่วนร่วม
3	ส่งเสริมการมีส่วนร่วมของผู้เกี่ยวข้องของทุกฝ่ายและการร่วมรับผิดชอบ
4	พัฒนาระบบการประกันคุณภาพภายในผ่านการนิเทศ ติดตาม ประเมินผลเพื่อยกระดับคุณภาพการจัดการศึกษาให้ดียิ่งขึ้น

ยุทธศาสตร์ที่ 6 ประสานความร่วมมือกับชุมชน เพื่อสร้างบรรยากาศสังคมแห่งการเรียนรู้	
กลยุทธ์ข้อที่	เนื้อหากลยุทธ์
1	ส่งเสริมการมีส่วนร่วมของชุมชนในการยกระดับคุณภาพสถานศึกษา
2	สร้างสภาพแวดล้อมทางกายภาพและสังคมที่เอื้อต่อการจัดการเรียนรู้ อย่างมีคุณภาพ

## ส่วนที่ 5

### การกำกับติดตาม ประเมินผล ตรวจสอบ

แผนพัฒนาคุณภาพการศึกษา ระยะ 4 ปี (พ.ศ.2560 – 2563 ) ได้จัดระบบการกำกับติดตามประเมินผลการตรวจสอบ และรายงานผลการปฏิบัติงาน ตามแผนงาน โครงการ กิจกรรม ในรูปแบบการมีส่วนร่วมของคณะกรรมการ ดังนี้

#### 1.การกำกับ ติดตาม

- 1.1 กำหนดรูปแบบการกำกับติดตามแผนงาน โครงการ กิจกรรม
- 1.2กำหนดผู้รับผิดชอบในการกำกับติดตาม

#### 2.การประเมินผล

- 2.1 แต่งตั้งคณะกรรมการประเมินผล
- 2.2 สร้างเครื่องมือประเมินผล

2.3 ดำเนินการประเมินผลทั้งก่อนดำเนินโครงการ เพื่อดูแลความเป็นไปได้ ระหว่างดำเนินการเพื่อประเมินความก้าวหน้าและปรับปรุง แก้ไขการดำเนิน และเมื่อสิ้นสุดโครงการ เพื่อประเมินประสิทธิภาพ และประสิทธิภาพผลของการดำเนินการ

### 3.การตรวจสอบ

3.1 การตรวจสอบตามแผนงาน โครงการ กิจกรรมที่ปฏิบัติ บันทึกผลเพื่อปรับปรุง พัฒนา

3.2 คณะกรรมการสถานศึกษาขั้นพื้นฐาน ตรวจสอบ การประเมินผลการปฏิบัติงาน เพื่อเสนอแนะแนวทางแก้ไขปัญหา อุปสรรค และหาแนวทางช่วยเหลือสนับสนุน

### 4.การรายงานผล

4.1 รายงานผลการดำเนินงาน เมื่อสิ้นสุดแต่ละกิจกรรมที่กำหนดไว้

4.2 เมื่อสิ้นสุดแผนงาน โครงการ กิจกรรม ในปีงบประมาณ แต่งตั้งคณะทำงาน สรุปผลการปฏิบัติงาน เพื่อการปรับปรุง แก้ไข กำหนดทิศทางจัดการศึกษา

4.3 เมื่อสิ้นสุดปีการศึกษา โรงเรียนจัดทำรายงานผลการดำเนินงานจัดการศึกษา ต่อหน่วยงานบังคับบัญชา และหน่วยงานที่เกี่ยวข้อง ประชาชน ชุมชน ท้องถิ่น



**APPENDIX C**  
**IMPLEMENTATION AND ENVIRONMENT**









**APPENDIX E**

**BIOGRAPHY**



<b>Name</b>	Naseehah Hajido
<b>Academic Background</b>	<p>Secondary at Samardee Withya School 2010</p> <p>Bachelor degree of technology program in computer science faculty of Science and Technology, Fatoni University, Pattani Thailand. 2016</p>
<b>Present Position</b>	<p>Master Degree of Maulana Malik Ibrahim State Islamic University Malang, Indonesia</p>
<b>Experience</b>	<p>Committee of Click With Me Club, Computer Science Department, Fatoni University. 2013</p> <p>The Leader of Click With Me Club, Computer Science Department, Fatoni University. 2014</p> <p>Committee of Malang Assalam Students, Malang Indonesia. 2017</p>