

CAUSAL FACTORS AFFECTING EFFECTIVENESS OF SMALL ELEMENTARY SCHOOLS IN THE NORTHEAST

Ramphai CHAIYON¹

¹ The Doctor of Philosophy Degree in Educational Administration, Sakon Nakhon Rajabhat University, Thailand; rumpaisong2519@gmail.com

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ABSTRACT

The objectives of this research were to study 1) to study the level of causal factors of school effectiveness, 2) to examine the linear structural relationship model of the causal factors of school effectiveness, 3) to study the causal factor development approach of school effectiveness. The results showed that 1) The overall level of causal factors of the effectiveness of small elementary schools in the northeastern region was at a high level as follows: 1) Organizational culture at the highest level; 2) Leadership at the high level; School environment, high level 4) Teaching and learning factors, high level 2) Causal Factor Relationship Model of Small Primary School Effectiveness in the Northeastern Region ($\chi^2 = 54.41$, $(df) = 26$, $(\chi^2/df) = 2.09$, $p\text{-value} = 0.0009$, $(RMSEA) = 0.039$, $(GFI) \text{ is } 0.99$, $(AGFI) \text{ is } 0.95$, $(CN) \text{ is } 597.76$, $(CFI) \text{ is } 1.00$, $(RMR) \text{ is } 0.0045$ and $(R^2) \text{ is } 0.99$) 3) The method of developing causal factors of the effectiveness of small primary schools in the northeastern region consisted of 4 factors: 1) Leadership of administrators. Executives should have a vision. 2) The school environment should be clean, shady, safe and a good learning center. 3) Organizational culture. There should be mutual trust, mutual acceptance, and friendship with each other. 4) Teaching and learning management. Teachers should organize activities for learners to practice in order to acquire skills in various fields, encourage, support and motivate learners with activities that are appropriate to their age.

Keywords: School Effectiveness, Causal Factors, Small Elementary Schools

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INTRODUCTION

The Ministry of Education has a duty to provide education to develop quality people. It is the refore essential and it must be a quality education that can bring the potential that exists on the person to be developed to the maximum. whether it is intellect, knowledge, competence, ethics, morality. Educational quality assurance must be provided in order to create a mechanism to inspect and encourage educational agencies to control the quality of educationcontinuously at all times. According to the National Education Act of 1999, Section 48 has stipulated that the affiliation agencies and educational institutions themselves prepare annual reports to submit to the affiliation agencies. relate agencies and publicly disclosed to lead to the development of educational quality and standards. In Section 49, it is stipulated that the external quality assessment results of all educational institutions are presented to relevant agencies and the public. Each educational institution shall establish an educational quality assurance system within the educational institution. Bysett educational standards of educational institutions to be in accordance with educational standards for each level and type of education announced by the Minister of Education. As well as formulating educational management development plans on educational institutions that aim for quality in accordance with educational standards and proceed according to the plan set out Arrange for evaluation and inspection of educational quality within educational institutions. follow up on results to develop educational institutes to meet the quality standards of education. Reports on self-sessment results are submitted annually to the affiliation agency or the unit that supervises delivers the report along with the issues raised. Want to have evaluation and monitoring collected from related agencies or from stakeholders with that educationalthe office to be used as information and guidelines for institution for external quality assessment (Government Gazette, Ministerial Regulations for Educational Quality Assurance, B. E. 2018, Volume 135, Section 11 Kor, 23 February 2018). The study on school effectiveness stems from the need to systematically improve the qualityof educationIt can be said that the effectiveness of the school's success is the target and perception of those involved, with the importance of the operation of the school, the executive as a leader must consider management for effectiveness. of the school is important because of the quality of the learners being a learning organization identity preservation or even the job satisfaction of the school personnel are all machines Indicates the success of the school as well. (Office of the Basic Education Commission, 2011, page 4-8)

Currently, Thailand is facing problems and crises in the quality of education. This can be seen from Thailand's competitiveness in education. Regarding the overall educational performance of the year 2019, Thailand's education ranking is 56 out of 63 countries, while the world's number 1 is ranked by Denmark, Singapore, and Finland, respectively. various including the ratio of students per primary school teacher 16.7: 1, secondary level 26.63 :1, ranked 40th and 60th, respectively. The results of the evaluation of mathematics and science achievement of 15-year-olds were ranked 49th. The illiteracy rate of the population aged 15 years and over. Be at 7.1 percent or higher, ranked 57th, which was higher than the previous year, Which was only 3.3 %. As for the achievement of higher education, there were still only 33.6% oftertiary graduates, ranked 41st overall. Both English proficiency, measured by TOEFL results, Thailand ranked 59th, better than only Mongolia and Japan. for the ranking of language proficiency. The highest English is Singapore. When consid ering the comparison of the past 10 years, it can be seen that Thailand's educational capacity

has decreased from 47th in 2009 to 56th in 2019, down to 9)

This is the picture. reflected off the competency of Thai education in the international arena is still at an unsatisfactory level and still lags behind in many area country in terms of opportunity, quality and efficiency of education management. The result of the above evaluation in terms of the quality of low learners, it is an important problem that has an urgent need for relevant parties to help. together to find solutions to improve the quality of learners even more (The Secretariat of the Council of Education, 2020, page 45-65).

Small schools under the Office of the Basic Education Commission tend to increase every year. In the 2018 academic year, there are 30,112 schools, 15,089 small schools, representing 50.11 %. In the 2019 academic year, there are 29,871 schools, 15,158 small schools, representing 50.74 % (Offices of the Basic Education Commission, 2020, page1) In the academic year 2020, there are 29,642 schools, of which 14,976 % are small schools, representing 50.53 % and 7,128 small schools in the northeastern region, representing 47.60 (Office of the Basic Education Commission, 2021, page 1) From the data, it can be seen that the number of small schools is increasing every year. A study of the problems of small schools found that the smallest school faced the following problems: 1) Personnel problems. It was found that the number of teachers was not complete. 2) Problems with teaching and learning: It was found that the curriculum and learning management plan were inconsistent with the school context. Teaching materials and learning resources is limited. This was due to the insufficient budget, 3) management problems, and 4) participation in education management (Office of the Basic Education Commission, 2020, page 6).

Based on such importance and problems, the researcher is interested in studying the causal factors of the effectiveness of small primary schools in the northeastern region. Whatcausal factors affect school effectiveness? To lead to the development of the quality of education systematically. It aims to create equality in education for all Thai children to be equal in quality of education in small primary schools.

Research Questions

In this research, the researcher has set the research questions as follows.

1) Causal Factors of Effectiveness of Small Primary Schools in the Northeastern Region what level?

2)

be the linear structural relationship model the causal factors of the effectiveness of small primary schools in the Northeastern region harmonized with the empirical data?

3)

What should be the guidelines on developing the causal factors of the effectiveness of small primary schools in the northeastern region?

Research Objectives

In this research, the researcher has set the objectives of the research as follows.

1) To study the causal factors of the effectiveness of small primary schools in the northeastern region.

2) To examine the linear structure relationship model of the causal factors of small primary school effectiveness in the northeastern region.

3) To study ways to develop causal factors of primary school effectiveness small studies in the northeast region.

RESEARCH METHODOLOGY

Population and sample.

The population of this research is 7,157 small elementary schools in the Northeastern region in the academic year 2021 (Office of the Basic Education Commission, 2021). The sample group used in this research was 360 small elementary schools under the Office of the Basic Education Commission in the academic year 2021, using school as an analysis unit. 360 students and 360 teachers by multi-stage random sampling.

Data collection.

1) The researcher requested a request for data collection courtesy from the Graduate School SakonNakhon Rajabhat University.

2)

The researcher collects data by sending Postal questionnaire with a stamped blank envelope

3) The questionnaire was used to analyze the data using statistics as follows:

3.1 Frequency and Percentage

3.2 Mean (Mean) and standard deviation (Standard. Deviations)

3.3 Pearson's simple correlation coefficient (Pearson's. Product Moment Correlation Coefficient)

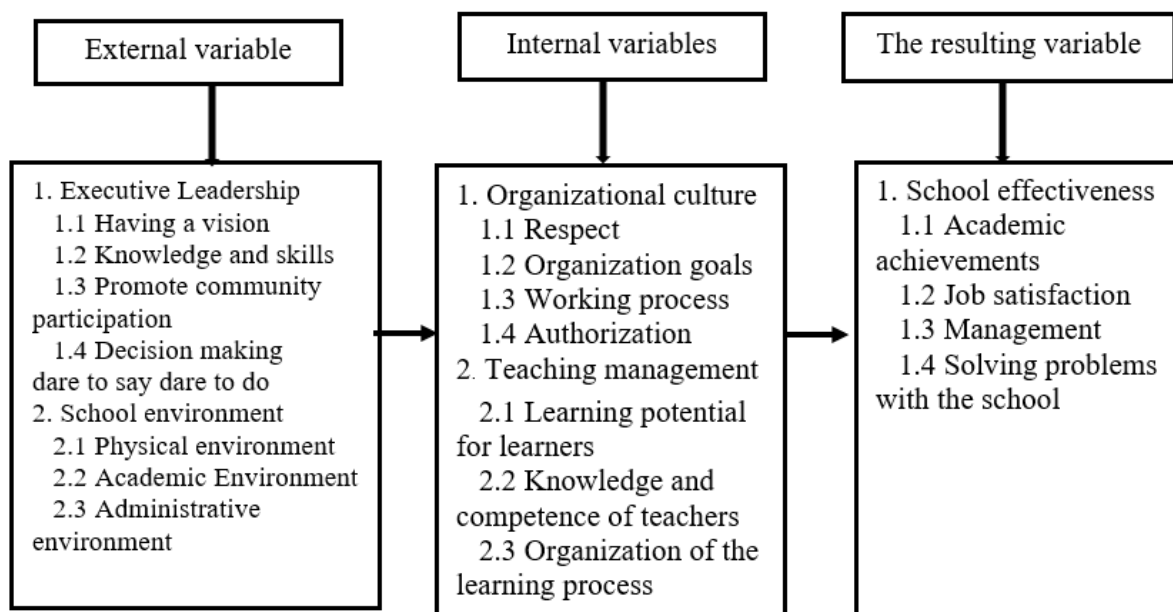
3.4 Chi - Square Statistics

3.5 Goodness of Fit Index: GFI

3.6 Adjusted Goodness Index. Fit Index: AGFI)

3.7 RMSEA (Root Mean Square Error of Approximation) value.

Research conceptual framework



RESEARCH RESULTS

1 The results of a study of causal factors of the effectiveness of small primary schools in the northeastern regio. It consists of 4 causal factors each of which is detailed as follows:

1.1 Organizational culture factors of an average of 4.54, In the highest level

The bserved variable with the highest mean was Respect, followed by the goal of the organization. Workflow and delegation.

1.2 Executive Leadership Factors with an average of 4.49, In a high level

The observed variable with the highest mean was having a vision, followed by

courage to make decisions dare to speak, dare to do promoting community participation and knowledge and skills.

1.3 School environment factors with an average of 4.49, In a high level the observed variable with the highest mean was the secondary administrative environment is physical environment and academic environment.

1.4 The teaching and learning factor had an average of 4.45, at a high level.

The observed variable with the highest mean was knowledge and competence of teachers followed by learning process management. and learning potential for learners 2)

The results of checking the linear structural relationship model of the causal factors of the effectiveness of small primary schools in the northeastern region

revealed that the generated model was consistent with the empirical data. The

statistical value of measuring the harmony of the pattern is chi-square (χ^2) equal

to 54.41, degrees of freedom (df) = 26 Chi-square/Degree of Freedom (χ^2/df) = 2.09, probability (p-value) = 0.0009, Root Mean Square Error of Approximation (RMSEA) = 0.039, Goodness of Fit Index (GFI) 0.99, Adjusted Goodness of Fit Index (AGFI) = 0.95, Critical N (CN) = 597.76, Comparative Fit Index (CFI) = 1.00, Root mean squared Residual (RMR) = 0.0045, and Alpha Coefficient (R^2) = 0.99.

3) Results of the study of the causal factors development approach from primary school effectiveness small study in the Northeast according to the utilization Guidelines feasibility, suitability and validity the development guidelines are as follows.

1) Leadership factors of executives Executives should have knowledge, skills, commitment, vision, good personality. Excellent communication skills Have a collaborative network and be a leader in change.

2) School environment factors the school environment must be shady.

Clean and tidy, Mukkhalakorn is good friend to each other. There is a management structure. Clearly define duties and responsibilities

3) Organizational culture targeted direction, organizational form and work

Methods of personnel to be clearly defined Encouraging and motivating personnel to commit to work Everyone has to accept their own role and that of others. To achieve the goals of the Organization.

4) Teaching and learning management Teachers must arrange for learners

to practice until learning to occur. Modify your role Is a facilitator, encourages,

encourages learners to want to learn Administrators must plan learning management that meets the needs and interests of the learners.

DISCUSSION AND CONCLUSION

1 The results of the study of the causal factors of the effectiveness of small primary schools in the Northeastern region can be presented in each aspect as follows:

1.1 Executive Leadership Factors The overall picture was at a high level,

possibly because Subordinates to expect to see their supervisors ' behavior behave in accordance with their duties. Responsibility is an indicator that the executives have

Able to lead the organization to achieve its goals and achieve success, which is

consistent with the results of the study of Phra Maha Yutthana Tum On (2021, page 227) concluded that Executive Leadership had an understanding of performance.

Comprehensive academic management Have leadership in bringing competencies in management.

1.2 School environment factors the overall picture is at a high level. This

may be because Physical School Environment The academic and administrative

environment both have a direct influence on effectiveness. Administrative environment with clear roles, no complexity, and a network of cooperation is a way to build morale and encouragement of personnel with good morale to perform at their full potential. and have clear common goals If the personnel are willing and willing to perform their duties well, it will result in successful work according to the goals.

Davis and John (1989) said that both executives and operators need a good environment in order to make both Both parties have fulfilled their duties perfectly. He stated that a good organizational climate must have the following elements: quality of leadership, trust, and communication.

1.3 Organizational culture factors The overall picture is at the highest level. This may be because a good organizational culture will encourage personnel to be encouraged and creative in their work, thus affecting school effectiveness. This is in line with the idea of Hoy and Miskel (2001, p,379) who said that Organizational culture is a common trait that shows the unity and identity of an organization, so if any organization chooses to use the form or type of organizational culture, how ? Will affect the behavior of the members of the organization.

1.4 Teaching and learning management factors the overall picture is at a high level. This may be because learning potential of learners knowledge of teachers and learning management process it reflects the effectiveness of the school at all. which if the three parts mentioned are developed, adapted to reach the students to keep up with the situation and the school context, it will lead to the development of the quality of education, which is consistent with the results of education in line with. Parichart Bhachacha (2015, page 97) stated that educational management at all levels must emphasize on learners. develop high-level thinking skills creative thinking problem solving Including the development of communication skills as a tool to seek knowledge Advances in communication technology allow learners to search for knowledge by themselves from various sources. Learn to be effective against students.

2) The results of examining the causal relationship model, the causal factors of the effectiveness of small primary schools in the northeastern region. It is consistent with empirical data, namely latent variables outside executive leadership. Latent variables outside the school environment. latent variables within organizational culture There were both direct and indirect effects on school effectiveness variables. Latent variables within instructional management had a direct influence on school effectiveness variables. can be discussed as follows administrative leadership had direct and indirect influences on school effectiveness. Due to the fact that the school administrator is directly in command, it can manage things in the school according to the needs if the administrator has high leadership. Have knowledge and skills dare to speak up, dare to think and make informed decisions. will make subordinates gain confidence in executives, which is consistent with Bass and Avolio's concept (1999, pp .3 -

4) That said, leadership is an important factor influencing the effectiveness of education management. A good leader must follow the implementation of the learner progress curriculum. And allocate time to develop academic work, have a vision, motivate teachers. and create motivation for students ' learning at the same time, the school environment directly affects the effectiveness of the school because if the environment is ready to promote performance, leading to increased school effectiveness. This is in line with Influence Phon Harn (2019, pages 274-275) that the environment developing the quality of students must pay attention to the school environment by arranging things around students to be conducive to learning as well as organizational culture as a variable that directly and indirectly

influences school effectiveness because If school administrator teachers share the values and characteristics of the school. There is a systematic co-operation according to the policy and goals of the school. This is consistent with Loong Wajanasalikakul (2014, page 29) who has studied that the organizational climate has an influence size of 0.05 with a statistical significance of .05 and organizational culture has a positive overall influence on being an organization. of learning had an effect size of 0.06 with a statistical significance of the .05 level for latent variables within teaching and learning management that directly affected school effectiveness. due to the organization of learning activities for teachers Student participation directly affects students ' academic achievement, which is part with the effectiveness, consistent with duttweiler (cited in Sergiovanni, 2001) There are many factors, among which the learning process is an important factor that directly affects the learning outcomes of the learners. In addition, Thanchanok Yodsawat (2018, page 219) also concluded that For schools to be effective, key indicators are student achievement and student development ability.

3 The results of the study of the causal factor development approach from the effectiveness of small primary schools in the northeastern region. Qualified persons presented as follows:

3.1 Executive Leadership Development Executives should be committed to bringing the vision into action to achieve success. Motivate people to work towards the organization's goals. Create innovations to guide development Be an example of learning for personnel of the organization as well. Manage under ethics and bring different ideas together for the utmost benefit of the organization. Give priority to common interests and strive to achieve common goals higher in the hierarchy of needs.

3.2 Development of the school environment the school environment should be clean, shady, tidy, beautiful and a safe place. The classroom environment should allow students to concentrate on learning. be useful It gives a feeling of comfort and inspiration for students. administrative environment There should be a management structure that clearly defines responsibilities. Creating a good friendly atmosphere was considerate of working together.

3.3 Organizational culture development Executives must foster. Organizational culture that focuses on achievement goals Through a process of respect for each other's abilities There are organizational goals arising from the brainstorming of all personnel. The work process is a lifestyle system where every person is important as part of the organization. Creation of belief in the minds of employees A good culture arises from a good feeling about that matter. It arises from the inside of the personnel. Practice without compulsion because you sincerely see the benefits in that matter. It is a belief within your mind, delegating authority on personnel to perform any given task. To create commitment and trust in each other's work through criticism in order to develop and instill the same practice as the same group, the importance of building an organizational culture is continuity in operation and teamwork.

3.4 Development of teaching and learning management Emphasis should be placed on organizing a variety of learning processes. by changing the idea that learning to take place in the classroom to become Learning is a good birth, a good environment. It doesn't have to be in the classroom but it can happen anywhere. Teachers must change their roles as sharing knowledge to facilitating, encouraging, encouraging learners to want to learn. Organize learning activities for learners to practice until they learn and discover knowledge by themselves. Cultivating reading

habits of students will lead to lifelong learning.

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