

The Strategic Management Model for Demonstration School under the Supervision and Control of the Government to respond to the Thailand 4.0 Policy

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Abstract

This academic article presents the strategic management model for demonstration schools under the supervision and control of the government. This strategic management model is developed in respond to the Thailand 4.0 policy. The article was synthesized from concepts in related documents and literature. Thai society is now being transformed to the new era according to the Thailand 4.0 policy. As a result, demonstration schools which serve as the role model for other schools throughout the country have to adjust their management style. This article points out that the strategies for the demonstration schools should focus on: (1) setting the direction in producing students to become innovators, using activity-based teaching methods and being flexible in the management of the schools; (2) evaluating and assessing the organizations and their environment systematically so that they gain valuation information for the determination of their management process; (3) setting clear strategies for the schools at three levels- the corporate level, business level and functional level- aiming at producing innovators, having flexible management style; and (4) having empirical and systematic evaluation and control.

Keywords: Strategic Management, Demonstration Schools under the Supervision and Control of the Government

Introduction

Demonstration schools have a significant role in the development of education system of the country because they serve as important sources for modern knowledge for the development of the education system including teaching programs, education-related research, and strategies for the management of education system. Such knowledge is sufficiently credible to be used for the development of the national education because according to the evaluation of the students' learning achievement of demonstration schools, the students have the highest achievement in the country. This shows that teaching and learning process of the demonstration schools are sufficiently efficient to be the role models for other schools in the country. Moreover, knowledge gained from the research can also be used for the development of the education system of the country (Sinlarat, 1993)

The determination of appropriate strategies for school management is very important because schools have a role to prepare citizens of the country to be equipped with knowledge, capabilities, basic characteristics that are consistent with the changes of the world's society and economics. The government has to support the schools in terms of helping them to have an efficient management system as well as providing them with sufficient budget.

This article argues that changes in the society cannot be avoided therefore schools have to be ready and prepare themselves for the changes, and that the management of each demonstration school is not directly controlled by the Ministry of Education but depends on each university that it belongs to. This means that the direction of the management of each school seems to be different, resulting in a lack of unity in the management of all demonstration schools in the country. This article, therefore, presents academic suggestions for the strategic management of the demonstration schools under the supervision and control of the government to respond to the Thailand 4.0 policy.

Objectives of the article

This article aims to present a strategic management model for the demonstration schools to respond to the Thailand 4.0 policy.

Review of Literature

The idea presented in this article was developed from the following concepts.

1. The strategic management concept

The strategic management concept is the concept of private organizations that emphasize the decision making and the implementation of the executives. Generally, the organizations use the strategic management to set the direction for their long-term operation and to serve as a guideline for allocating their resources so that the organizations' objectives can be achieved and the organizations can enjoy competitive advantages (Chandler, 2010; Quinn, 2010; Glueck & Lawrence, 2010; Hitt et al, 2010).

The strategic management also causes changes in setting guidelines for working performance of the employees within the organizations. It also leads to the executives and employees to be active and prepared for such changes and encourages them to plan ahead and cooperate in the decision-making process of the organizations (Thompson & Strickland, 1999; Doosiyamee, 2007; Thepsang and Sawangsak, 2009).

The main components of the strategies include: (1) direction setting which is presented in a form of vision, mission, and objectives setting; (2) environment scanning which refers to the analysis of internal and external environmental factors of the schools with the aim to determine (opportunities, threats, strengths, and weaknesses) systematically; (3) formulation of strategies which will be used to provide guidelines for the operation and

competitive advantages for the organizations; (4) implementation of the strategies which requires all stakeholders to actively participate and follow the set plan; and (5) evaluation and control which is used to monitor the progress and report the outcomes of the operations (Porter, 2011, Certo & Peter, 2011; Michel, 2013; Porter, 2011, Certo & Peter, 2011; Michel, 2013)

2. The education administration and management

Schools in Thailand are organizations which are under the supervision and control of the government and also receive budget from the government. These schools are non-profit organizations which focus on producing human resources for the society. Because of these unique characteristics of schools, they require different style of administration and management. Tangkapipope (2010) and Siridhrungsri et al. (2012) similarly state that modern schools need to have management style that is consistent to the goals of the government. Their management style should be independent, flexible, decentralized. The schools should also cooperate with local communities. Buathong (2013) points out that schools should utilize the concept of PDCA (Plan, Do, Check, Act) in their internal quality assurance. Sridamrong (2013) proposes that in order to drive the schools to be of quality, the schools' executives must have leadership and be accepted from the community. Moreover, teachers have to have abilities to provide teaching activities that can inspire their students to think creatively.

3. National Education Plan 2017-2036

Office of the Education Council, the Ministry of Education (2018) is the principle organization that is responsible in setting and presenting the National Education Plan 2017-2036 which serves as a master plan as well as a framework for the development of education in the nation. This main aim of the plan is to provide proper education for all citizens in the country equally. It is developed on the principle of the Sufficiency Economy concept and the Sustainable Development Goals: SDGs 2030). The National Education Plan consists of 6 main strategies: 1. Education administration for social security; 2. Production and development of human resource for better competitive advantage; 3. Potential development for all age of population and the building of a learning society; 4. Creating opportunities, equality and educational equality; 5. The provision of education for better quality of life and for sustainable development; and 6. enhancement of the effectiveness of educational administration.

4. The Thailand 4.0 policy

The main idea of the Thailand 4.0 policy is to transform the country from the producer of low-priced products made from basic technologies to be the producer that can add value to their products by utilizing innovation and creativity (Pensute, 2017). In the 4.0 society, there are 5 main trends that causes changes in the lives of Thai people including: (1) Globalization which refers to free movement of products and services; (2) digitization which

refers to freedom in communication; (3) urbanization which refers more population shift from rural to urban; (4) individualization which means that people seems to be more individual; and (5) communization which means that there is more connection (Ministry of Industry, 2016). Changes in the management of education as a result of the Thailand 4.0 policy include that the focus of the teaching should be on producing students to have skills, knowledge, and capabilities in utilizing technology and innovation properly.

5. The demonstration schools

The demonstration schools are under the supervision of universities. They provide student teachers with practice-training programs (Srinakharinworot University Prasarnmit Demonstration school, 2003). These schools have a role in conducting research and developing education system to provide knowledge for the society and for the government to plan and determine the strategies for the management of the national education. The roles and duties of the demonstration schools include: (1) serving as a place for experimenting and conducting studies related to education and other fields of study in order to find new models and methods for the improvement of education; (2) serving a place to provide experiences for student teachers; (3) being a place for demonstrating and publishing research studies related to education; (4) improving learning and teaching process; (5) providing academic services for communities; (6) being a learning center where teachers can exchange their knowledge; and (7) performing other duties according to the university's policy (Sinlarat, 1993).

Suggestions for the strategic management model for the demonstration schools to respond to the Thailand 4.0 policy

Upon reviewing existing literature, it clearly shows that the mission of the demonstration schools is different from other schools, thus they require different management style in order to produce students to be efficient citizens of the country and to provide them with competitive advantages. The strategic management for the demonstration schools are as follows:

1. Direction setting: the demonstration schools should set clear objectives in their management by setting the required outcomes of the students. These outcomes include focus on producing the students to have skills, knowledge, and capabilities that are consistent with the Thailand 4.0 policy. Specifically, the production of the students should focus on driving them to be innovators.

2. The evaluation of the organizations and their environment: these schools should assess and evaluate their controllable internal environmental factors which they can control by analyzing their strengths and weaknesses. Moreover, they should also assess and evaluate the uncontrollable external environmental factors including their opportunities and threats. The analysis of the strengths should emphasize their management style, the

potentials of the students, and the potentials of the staff members whereas the analysis of the weaknesses should focus on stability in status of teachers, good governance in schools, politics in schools, and responsibilities of teachers that are not related to teaching. The analysis of the opportunities should focus on becoming members of the ASEAN community, the effect of the Thailand 4.0 policy, gaining support from other businesses, and participation in academic activities. Lastly, the analysis of the threats should emphasize the effect of using of inappropriate smart phones by students, the demographic trends of students in the future, negative information appearing on the Internet, and the safety of students.

3. The formulation of strategies: the demonstration schools should set appropriate strategies to serve as guidelines for their management. The schools should set clear strategies in three levels – corporate or school level, business level, and functional level. These strategies should be consistent with the Thailand 4.0 policy which mean that they should focus on the use of modern technology in their management, the integration and cooperation with other organizations in the society, the reduction of steps in the chain of command in the organizations, and the promotion of freedom in academics. The strategies at the corporate or school level should focus on cooperating with other universities, becoming international, creating reputation both nationally and internationally. The strategies at the business level should focus on how to develop the teachers’ performance in teaching, providing teachers with innovation and teaching media, cooperation with faculties within the universities. The strategies at the functional level include reducing teachers’ responsibilities that are relate to teaching and research, providing teachers with freedom in academics, improving teachers’ quality of life and providing proper benefits for the teachers.

4. The implementation of strategies: the demonstration schools should set a clear and detailed operational process in allocating budget and other resources. The schools should modify their organizational structure that can respond to changes that might occur anytime. Moreover, they should focus on decentralization, personnel development, setting proper budget for the development of personnel, and provision of innovation, providing teachers with freedom in academics, having flexible organizational structure, having proper and fair system in providing benefits to all staff members.

5. Evaluation and assessment of the strategies implementation: the demonstration schools should have a proper system to monitor, audit, assess and evaluate their performance to check whether they could achieve the set goals with few or no mistakes. The evaluation and assessment should be conducted both in terms of quantity and quality. Criteria and standards for the evaluation and assessment of the strategies implementation at each of three level- the corporate or school level, business level, and functional level - should be clearly determined so that the results can truly reflect the the schools’

performance. Moreover, the schools should set a specific committee who will be responsible in the evaluation and assessment of their performance. The criteria for the evaluation and assessment in terms of the quality should provide clear details about the progress of the strategies implementation whereas the the criteria in terms of the quantity should provide information on whether the implementation of the strategies have proper progress or not.

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