

# **Learning Management Guidelines for The Demonstration Schools in Bangkok, Thailand.**

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## **Abstract**

This research aims to study learning management guidelines for demonstration schools in Bangkok. The main informants are 17 teachers of the school, Deputy Director of Quality Planning and Insurance, Deputy Director of Student Affairs, and Demonstration School teachers in Bangkok. Research tools used in semi-structured interviews found that learning management guidelines for demonstration schools in Bangkok must begin with four main approaches: 1) focused on learning centered on children, 2) leading quality educational institutions to the international community. 3) Learning through Active Learning 4) focuses on world citizenship through integrated learning from policy to practice. The first priority is the school environment, which is consistent with both quantitative and qualitative information. Environment, teachers, classrooms and laboratories. The environment must provide modern teaching materials, places for learning and management's characteristics. The role of the administrator must be clearly defined. For teacher's characteristics, skill/ability, moral support. And most importantly, to promote motivation in order to maintain potential teaching staff with the school.

**Keywords :** Management Guidelines, Learning, student behavior

## **Introduction**

From the National Education Plan, B.E.2017-2014 (Ministry of Education, 2017) has designated the educational institution to produce personnel with 3Rs 8Cs as presented by commercial critics (2012), consisting of the following skills and characteristics: Reading, Writing and Arithmetic. 8Cs include critical thinking and problem solving skills. Creativity and Innovation Skills Cross-Cultural Understanding Skills Collaboration, Teamwork and Leadership Skills Communications. Information and Media Literacy, Computer and ICT Literacy, Career and Learning Skills and Compassion. These features can be created through various teaching methods based on the concept of student focus. Information communication skills and computer skills will be provided to students in order to gain academic and vocational experience. Private and public institutions have been involved in developing graduate programs, curriculums and teaching to suit the needs of the labor market. And cooperation between business institutions and higher education institutions in accordance with the principle of co-educational learning (WIL). The Thai Education 4.0 concept is based on the 21st Century of Commercial Criticism (2012). Learn More 2) Learn with Student-Directed Learning, 3) Collaborative > Competitive, and 4) Learn as a Team > Individual Learning and improve the teaching development in such a way (Nitsiri Waichan), 2560)

From the study of students' learning behavior during the Covid-19 situation, it was found that the online teaching has been conducted in a different format. Media and technology have been used as tools to support learning, many limitations of teaching management such as: Teacher-to-student distance: Internet problems. Students lack learning electronic devices, causing them to lose motivation and learning behavior. As a result of online teaching, school administrators need to focus on various factors. Developing or improving the learning environment, developing teachers, stimulating students' participation as well as the school

environment. Variable education that influences learning behavior will be used to improve teaching style (Pinyo Wongthong and Somsa Thaksin, 2565)

Based on the above information, researchers are interested in studying learning management guidelines for demonstration schools in Bangkok so that they can use them as effective teaching and learning management methods.

### **Objective**

To study the learning management of demonstration schools in Bangkok.

### **Research methodology**

**Qualitative Research** The researchers used in-depth interview methods using structured interviews to find the consistency of the data and to analyze all the data in an overview.

**The key information** providers are the school director, Deputy Director of Management, Deputy Director of Quality Assurance and Planning Department, Deputy Director of Student Affairs Department and 15 teachers of Demonstration School.

Key informants are selected from 1 ) Suan Sunandha Rajabhat University Demonstration School 2) Chantharakasem Rajabhat University Demonstration School 3) Phra Nakhon Rajabhat University Demonstration School 4) Ban Somdej Chao Phraya 5), Suan Dusit University Demonstration School. The key informants are as follows:

1. It is a person who works in a demonstration school under Rajabhat University in Bangkok.
2. Is a person who has a position as the school director or Deputy Director of Management, or Deputy Director of Quality Assurance Planning and Planning or Deputy Director of Student Affairs or Deputy Director of Academic Affairs or Demonstration School teachers.
3. He is a person who has experience working in a demonstration school under Rajabhat University in Bangkok for at least 3 years.

The researchers determined how to select an in-depth interviewer using a selective sampling method (purposive sampling), which is based on reason or criteria set as the criteria for Maxwell's selection (Narong Kulnit and Sudawan Somjai, 2015, N.129).

The tools used to collect data in qualitative research are semi-structured interviews. The researchers conducted as follows:

**In-depth Interview** The researchers conducted in-depth interviews with key informants using in-depth interview questions about learning management that influenced the learning behavior of demonstration school students in Bangkok. Five issues are (1) learning behavior, (2) school environment, (3) school participation, (4) teacher characteristics and (5) executive characteristics.

In-depth interviews helped researchers understand the views of informants about learning management that influenced students' learning behavior at demonstration schools in Bangkok This is considered in-depth information that cannot be obtained from the quantitative research questionnaire. The data can be used to more clearly summarize the quantitative research analysis results obtained from the study.

### **Data Analysis**

In-depth interview analysis of all interviewees' opinions and suggestions is then compared with each other's opinions. Then rearrange the data to make it easier to understand more clearly. Record important or interesting points of the variables to be used in the analysis (Tomnorat Prasittimet, 2005) of data obtained from in-depth interviews considering consistency, conceptual relevance and presented integrally supporting analysis results from quantitative research.

### **Research results**

Interview results on learning management guidelines of demonstration schools in Bangkok by interviewing with the school director, Deputy Director of Quality Assurance, Deputy Director of Student Affairs and 15 teachers from demonstration schools. Suan Sunandha Rajabhat University Demonstration School 2) Chantharakasem Rajabhat University Demonstration School 3) Phra Nakhon

Rajabhat University Demonstration School 4) Ban Somdet Chao Phraya 5) Suan Dusit University Demonstration School. The criteria for selection are those who work in a demonstration school under the Royal University in Bangkok. School director or Deputy Director of Quality Assurance or Deputy Director of Student Affairs Department or Deputy Director of Academic Affairs or Demonstration School teacher and who has three years' experience in working at Rajabhat University in Bangkok. The researchers determined how to select a person for an in-depth interview. By using a specific sampling method (purposive sampling), the data analysis results can be displayed as follows:

Learning Management Guidelines for Demonstration Schools in Bangkok The researchers conducted interviews on 6 issues. The opinions can be summarized as follows:

1st point: The quality of management is important for students' learning behavior. It was found that the informant has the same opinion that the characteristics of management are important for learning behavior. The quality of management will bring trust and confidence to the students and encourage the school. If the administration is more generous, the students will be happy to learn and have a good learning experience. Moreover, if the administrators are open and accessible, they will be able to look at teachers' work thoroughly and better at teaching.

Secondly, the leadership of management is important to students' learning behaviour. It was found that the informants were of the same opinion that management leadership is important for learning behavior. It can stimulate and promote students' learning, which makes them want to follow or imitate, and leadership is very important to them. The visionary administrator will know how to lead them. Instructors who will lead them to the best interests of their students. Moreover, the management has a good leadership position and will be able to develop students in a way that is consistent with the school's guidelines.

Issue three. The report also found that the role of the administrator is important to the learning behavior. Therefore, policy implementation, as well as control and monitoring have a positive impact on students' behaviour. It must be characterized by being friendly with students, meeting learners, promoting learners through teachers in order to pass on to students as learning guidelines for learners to promote learning behavior.

4th point: Being a thinker, an analyst of the administration, is important to students' learning behavior. It was found that informants were of the same opinion that being a thinker. Management analysts are important to learning behavior. They see that management is a thinker and supports the weaknesses of schools and students. The analyst is very important to students' behavior. Being a good thinker can deliver good things to students. It can be used for students' learning. In addition, the administrators are thinking about sending teachers to have the same teaching guidelines to provide them with continuous learning guidelines.

5th point: Management's behavior is important for students' learning behavior. It was found that informants were of the same opinion that Management's behavior is important to learning. It is seen that the behaviour of teachers and staff affects the learning behaviour of students. Management who behave appropriately as an example for children may not speak out but be absorbed by what they see. be apt to study in a manner of good conduct

Issue 6 The quality of administrators is important to the school environment and the quality of teachers. It was found that informants are of the same opinion that administrators' characteristics are important to the school environment and teacher's characteristics. Management's characteristics can create a good or bad corporate culture. Therefore, it is important for the management to be a model for teachers. Management's characteristics will affect the environment and teachers' environment. Teachers can follow the example and if they have friendly qualifications, advise them. The school environment will be happy to learn without stress through the learning management process that is beneficial to the students, which will make them good and good, and affect teachers' characteristics.

#### **New knowledge for suggesting learning management guidelines for demonstration schools in Bangkok.**

This can be summarized as a new knowledge for suggesting learning management guidelines of demonstration schools in Bangkok. To enhance students' learning behaviour, the four main approaches are 1) Focus on learning with children, 2) leading quality education institutions to the international market, 3) Active Learning 4) Focus on becoming a world citizen through integrated learning from policies to practice in four key areas. The first priority is the school environment, which is consistent with both quantitative and qualitative data. Quality data shows that students' learning

management success factors are environment, teachers, classrooms and laboratories. The environment requires modern teaching materials, facilities that facilitate learning and the quality of administrators, leadership and clear management roles. Professional teachers must be promoted, skill/ability promotion, moral ethics and motivation promotion in order to maintain potential teaching staff with the school.

By showing the framework for learning management of demonstration schools in Bangkok as follows:

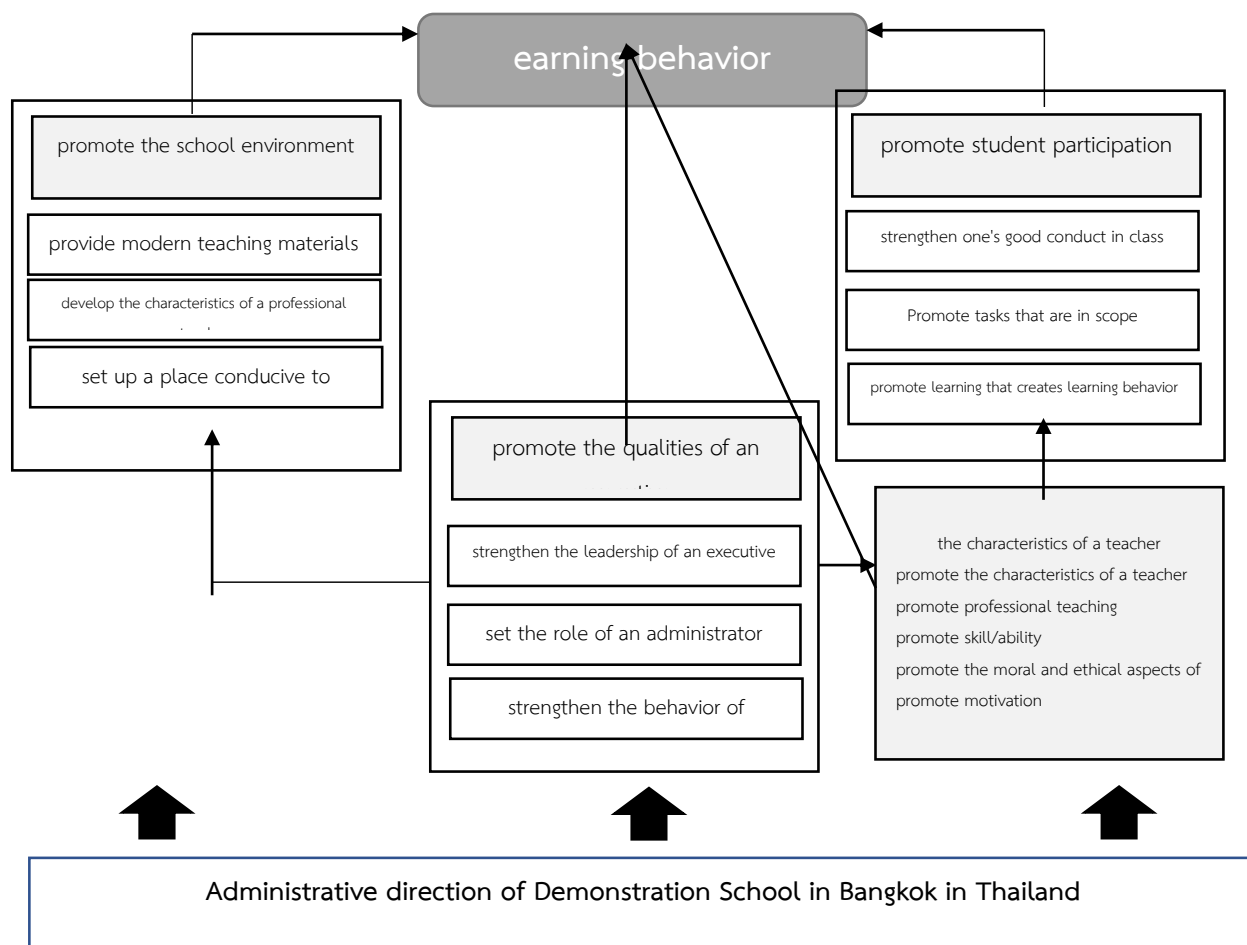


Figure 1 Administrative direction of Demonstration School in Bangkok in Thailand

### Discuss the results

The results of the study on learning management guidelines for demonstration schools in Bangkok in Thailand consist of 5 key components: student participation, school environment, teacher characteristics, executive characteristics and learning behavior. The following can be discussed:

1) The important school environment consists of 1.1) Teaching media is important for learning behavior because teaching media is a tool to stimulate learning. Various teaching media can create good behavior in good study 1.2) The teacher's side is important to students' learning behavior as it is the first step for them to look at and set an example for them. Teachers set conditions in the classroom, teachers organize learning activities. Teachers manage classes according to research by Typea Yodsai. And Kanchana Boonsong (2016) studied the factors affecting the academic achievement of students under Prachuap Khiri Khan Primary Educational Service Area Office 2, found that teacher, student and management factors influenced the academic achievement of students and Phra Kru Bai Sithikarn Khemko (Chutosri) (2019). The influence of

the environment conducive to higher education students' learning has been found that the educational environment is an important element in policymaking that will lead to school practice, which influences learning and education management to maximize efficiency.

2) Key executive characteristics include 2.1) Management leadership is important for learning behavior because management leadership is important to be a model for students. It can stimulate and promote students' learning, which makes them want to follow or imitate, and leadership is very important to their learning. 2.2) Management's role is important for learning behaviour as management will play a role in policy delivery. Therefore, policy implementation, control and monitoring will affect students' behavior. The role of good management must be the characteristics of being friendly to students, meeting learners and encouraging learners through teachers. It is a way for learners to promote learning behavior in accordance with the research of Sutarat Thonglua and Kanchana Boonsong (2006). It was found that school administrators' characteristics and management behaviors affect school administration culture, such as management behavior. And the quality of executives and Phakamat Buapong and Kritsada Cheerawattanasuk (2014) studied teacher leadership and work environment that influenced teachers' performance in secondary school. It was found that working environment influenced teachers' performance, including security and communication. have the greatest influence on a teacher's performance

3) Promote the qualities of a teacher. The key consists of 3.1) Promote professional teachers. Teachers should be professional and have five ideals: full-knowledge, full-time, full-power, moral and good teacher characteristics: good personality, leadership characteristics, creativity, self-esteem, good teaching and governance. Being well - behaved, well - humanly related 3.2) Encourage skills/ability, use a variety of teaching techniques and methods, continue learning to solve problems while teaching well, encouraging learners to analyze, criticize, synthesize and systematically solve problems. 3) Promote the moral and ethical aspects of teachers, be patient with learners' behaviors, provide assistance to students and their professionals, treat learners appropriately and equitably. And 3.4) Encourage motivation, motivation for work to achieve objectives, motivation for work to be recognized in performance capabilities, and motivation for work due to satisfaction in the performance of the work.

4) Key student participation consists of 4.1) Student behavior in class is important for students' learning behavior, since class behavior such as concentrating on studying, writing, homework, and classroom exercises will improve their learning. If students are disciplined and responsible, they will improve their learning behavior 4.2) Assigned work is important for learning behavior because the assignment can improve students' learning behavior. In other areas, teachers can study more to enhance students' learning behaviour. Assignment is a responsibility, resulting in the behavior that children should practice. Which affects children's behavior. Will go to manage or find ways to get the job done.

The findings of the two research studies can be summarized as new knowledge for suggesting learning management guidelines for demonstration schools in Bangkok. To enhance students' learning behaviour, there are four main approaches: 1) Focus on learning with children, 2) leading quality educational institutions to the international market, 3) learning through Active Learning and 4) focusing on becoming world citizens.

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