Strategies for Management of Change in Educational Management at Basic Education: A case of schools in Phitsanulok

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Abstract

The research objectives of Strategies for Change Management in Educational Management at Basic Education: A case of schools in Phitsanulok were to 1) survey change management in educational management of schools 2) study method of change management in educational management by using focus group discussion 3) conclude and disseminate change management in educational management to schools. The theoretical framework concerns with Thawat Boonyamanee (2007) an essential component of change management to effective organization in 6 aspects; 1) goals and strategies 2) technology 3) job redesign 4) structure 5) process 6) people.

The research methodology started with surveying change management in the 8 schools sample group, analyzing data from the first survey result and change management documents, meeting with focus group discussion process administrators who have selected cover with whole three Phitsanulok educational service area and three school sizes (big, medium, and small) from 14 schools for study method of change management in educational management, synthesizing strategy from the focus group discussion result, verifying validity of its strategy with initiated 14 administrators, managing meeting with seminar activity and present best practice schools in three different sizes to disseminate change management in educational management to administrators and teachers who is an agent whole three Phitsanulok educational service area, concluding research result and arranging research report.

The research results revealed that;

1. The change management in educational management of schools has distinct in an essential component of change management to effective organization in 3 aspects; 1) structure 2) process 3) people but indistinct in 3 aspects 1) goals and strategies 2) job redesign 3) technology

2. The result of synthesizing change management in educational management strategy found that the successful of change management in educational management at basic education depend on having a vision and an academic leader of administrators, working cooperate participation with school stakeholder, and having principle for foundation to efficiency administration.

3. The result of seminar and disseminating found that strategy for change management in educational management has different to follow social context in each school however strategy for change management divided to 2 levels include goal strategy for schools' change management idea to success goal and process strategy for means in encourage practice in school to the best of development for ready change.

Keywords: change management, educational management, strategy

INTRODUCTION

This age is a globalization and knowledge-based society and economy that has rapidly change. The management in every profession must be mostly adaptation that bring to success and growth...the administrators are the key informant of schools and its the professional leader that must have competence, knowledge, ability, and moral more over including good professional ethics that lead to good arrangement and management, effective, and efficiency (Theera Runjaroen, 2007, p, 7) The management in the globalize age must be rely on the professional administrators by means its have leadership that belong to competencies in change management...its

leadership competency to possess many characteristics such as learning organization management, learning management, academic leadership, organize transformation to success, adaptation administrative system to transparent and accountability organization for instance. (Theera Runjaroen, 2007, p, 139)

Fullan said about change forces that the new problem of change,...is what would it take to make the educational system a learning organization-expert at dealing with change as a normal part of its work, not just in relation to the latest policy, but as the way of life...To break through this impasse, educators must see themselves and be seen as experts in the dynamics of change. To become expert in the dynamics of change, educators-administrators and teachers alike-must

becomes skilled change agents. If they do become skilled change agents with moral purpose, educators will make a difference in the lives of students from all backgrounds, and by so doing help produce greater capacity in society to cope with change. (Fullan Michael, 1993, pp, 4-5) Conclusions that Fullan try to heading towards the conception to practice in the book of Change forces: probing the depths of educational reform focusing on 1) developing leadership capacity in education, 2) supporting effective change in the whole system of schools, districts, and states, and 3) fostering deep learning. (Fullan Michael, 1993)

Thailand has many sectors of society involved and collaborated educational reform that to deliver in two side all positive and negative impact in practitioner level in schools. Its effect has an advantage distribute to schools more or less, and sometimes construct servitude to schools, include sustain to send role, duty and practitioners of school persons such as administrators, section-heads, teachers, students, including parents that can not be evasive therefore the issue that researchers interested to study are schools in stead of the practitioners how they have strategies for management in the dynamics of change, how would it take to make the educational system a learning organization-expert at dealing with change as a normal part of its work and can achieve goal in any project attractively effective and efficiency instant not to effect with school task.

RESEARCH QUESTION

1. How about strategies for change management in Phitsanulok educational management at basic education?

2. How to manage change in Phitsanulok educational management at basic education?

RESEARCH OBJECTIVES

The research objectives of Strategies for Change Management in Educational Management at Basic Education: A case of schools in Phitsanulok were to

1. Survey change management in educational management of schools

2. Study method of change management in educational management by using focus group discussion

3. Conclude and disseminate change management in educational management to schools

INDISTINCTIVELY CONCEPTUAL FRAMEWORK

The indistinctively theoretical framework concerns with Thawat Boonyamanee (2007) an essential component of change management to effective organization in 6 aspects;

RESEARCH METHODOLOGY

Research process operated with qualitative research. The research methodology in inquiry started in order this,

1. Surveying change management in the 8 schools that work together in the Seven Pillars project research, study sample group with observation, interview administrators, and head of sectors, teachers, and students to bringing to conclude important issue for using focus group discussion. Summarize the line of practitioner concerning with educational management, model of management, strategy. Analyzing data from the first survey result and change management documents, meeting with focus group discussion process administrators who have selected cover with whole three Phitsanulok educational service area and three school sizes (big, medium, and small) from 14 schools who selected by the coordinator researcher assistance from each whole three Phitsanulok educational service area and three school sizes for study method of change management in educational management in the Thawat Boonyamanee theoretical framework (2007) an essential component of change management to effective organization in 6 aspects; 1) goals and strategies 2) technology 3) job redesign 4) structure 5) process 6) people.. Processing brain storming separate to the same group; big, medium, and small, and later present body of knowledge change management in each size to the large group.

2. Synthesizing strategy from the focus group discussion result, verifying validity of its strategy with initiated 14 administrators. Processing analyze and conclude to verify confirmation ideas' belonging administrators by using tape recording knowledge sharing and decoding in after for conclude in each size and each 6 aspects and coordinate verify idea with interview by phone, e-mail, fax until be cover 6 aspects and school possess management.

3. After that, conclude research result and disseminate change management in educational management to 78 schools, 230 peoples overall three

Phitsanulok educational service area. Managing meeting with the seminar activities use explain with power point presentation and research conclusion documents, present best practice schools in three different sizes to disseminate change management in educational management to administrators and teachers who is an agent overall three Phitsanulok educational service area,

share change knowledge management with inter personal/group communication by using knowledge management for concluding strategies for change management in educational management at basic education of schools in Phitsanulok and arranging research report.
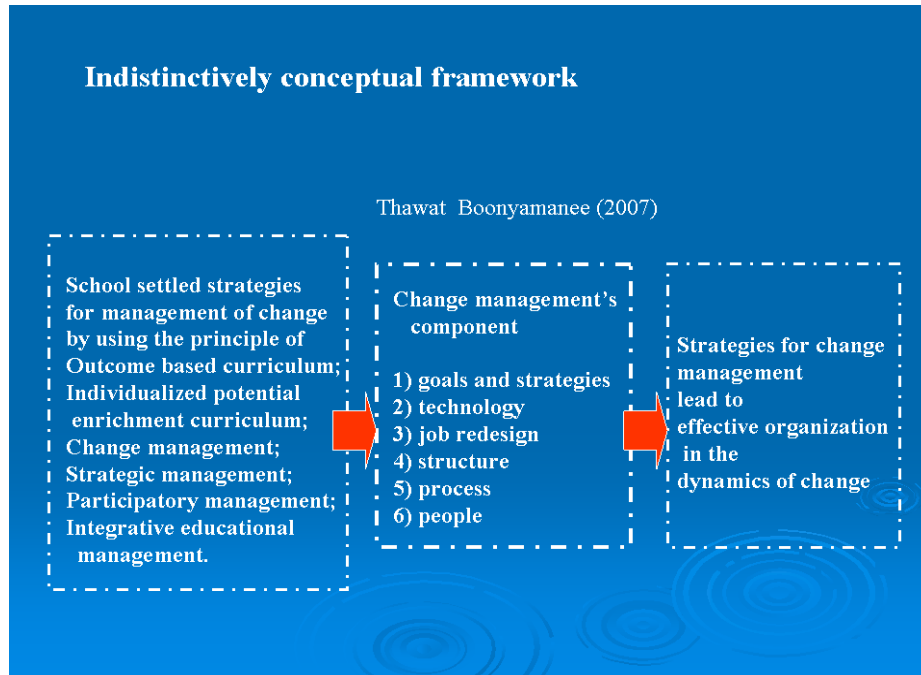
CONCLUSIONS

The research results revealed that;

1. Each schools that it participated with the Seven Pillars project research have clearly educational management by setting school based management manual, administrative model with integrative educational management system process using MSPA; mobilization, strategy, participation, and autonomy integrated with Deming cycle; planning, doing, checking, acting. The change management in educational management of schools is in 6 aspects; 1) goals and strategies 2) technology 3) job redesign 4) structure 5) process 6) people. Three school sizes (big, medium, and small) from 14 schools has method of change management in educational management a like in 2 group; the big school size has distinct gist all 6 aspects and focusing on academic excellence, thus the medium and small school size are alike distinct some aspects not at all and focusing on integrative education, these schools have distinct in an essential component of change management to effective organization in 3 aspects; 1) structure 2) process 3)

people but indistinct in 3 aspects 1) goals and strategies 2) job redesign 3) technology.

2. The result of synthesizing change management in educational management strategy found that the successful of change management in educational management at basic education depend on having a vision and an academic leader of administrators, working cooperate participation with school stakeholder, and having principle for foundation to efficiency administration. Strategies for change management in educational management have as follow;

2.1 Strategy in the aspect of goal and strategy focusing on developing school management system lead to educational standard quality, developing students' intellectual health involved system management and participative community, educational reform and develop curriculum and learning management hold with moral heading knowledge follow the way of the sufficiency economy.

2.2 Strategy in the aspect of technology focusing on encouraging and supporting teachers search and use innovation, media, and technology in developing task and learning management emphasizing

student centered.

2.3 Strategy in the aspect of job redesign focusing on constructing teamwork and participate from stakeholder, encouraging community to participate with school in educational arrangement, responsibility, and authenticate school operation.

2.4 Strategy in the aspect of structure arrangement focusing on arranging school management system by planning performance in 4 function; academic job, general administrative job, personnel job, and financial job, setting school structure with using empowerment model, revise job process in active stand of school based management.

2.5 Strategy in the aspect of process focusing on setting policy, planning performing, connecting and following with job description, learning management and developing effectively ICT materials for integrative learning.

2.6 Strategy in the aspect of personnel administration focusing on encouraging and developing to learning person and being change leader, using research develop learning in all level; administrators, heading of the sectors, teachers, and students, and conduct its to develop instruction.

3. The result of seminar and disseminating found that strategy for change management in educational management has 2 parts as follow;

3.1 Concluding to disseminate

3.1.1 Strategy in the aspect of goal and strategy compose of 5 key indicators; 1) focusing on arranging to educational quality standard 2) developing curriculum, learning process, school-based management system 3) arranging co-curriculum activity to encourage students' intellectual health 4) enhancing and developing educational management hold with moral heading integrative knowledge follow the way of the sufficiency economy 5) encouraging supporting, and developing student to being learning person.

3.1.2 Strategy in the aspect of technology compose of 5 key indicators; 1) planning and setting policy and using innovation, media, and technology in educational management and developing students' learning 2) constructing learning resource center 3) encouraging, supporting, and developing teachers and school person to learning person and using research to develop instruction, 4) developing ICT system in administration, instruction 5) developing school website for public relations.

3.1.3 Strategy in the aspect of job redesign compose of 8 key indicators; 1) setting operational planning, planning in the dynamics of change 2) revising process and operational job in active stand 3) searching educational innovation for setting goal in developing job 4) mobilizing and sharing whole power for cooperate profit 5) constructing and searching multi-network to supporting work group 6) constructing leadership focusing ICT develop man power 7) encouraging discipline, moral, good health 8) enhancing, supporting, and relationship between stakeholder in educational management.

3.1.4 Strategy in the aspect of structure arrangement compose of 5 key indicators; 1) arranging job system flexibility 2) arranging school structure in the line of empowerment model, participatory administration, systematic administration 3) educational management in integration and integrated educational management system 4) revising school context to support working in active stand 5) revising personnel administration to appropriate and fully useful.

3.1.5 Strategy in the aspect of process composes of 15 key indicators for integrative learning and focusing on student centered as followed; 1) setting strategy for developing educational quality 2) setting up a meeting for planning to develop school 3) setting up a meeting to inform school committee 4) managing integrative education to meet efficiency 5) managing education and developing educational quality to meet appropriate with each age for whole development 6) operating systematic development, learning reform, and school quality 7) studying best practice 8) creating personnel quality audit system, teamwork quality, and make satisfaction to stakeholder 9) creating learning society in active learner 10) assessing satisfaction in all jobs 11) encouraging good government and developing students to achieve educational standard based school curriculum 12) enhancing, supporting, and developing student capacity with achieve goal 13) encouraging and developing teachers and educational person to meet working competency 14) encouraging and supporting basic education to all special needs gained allover and efficiency 15) developing student centered curriculum focusing on proactive change.

3.1.6 Strategy in the aspect of personnel administration composes of 8 key indicators for working emphasizing efficiency and effective as followed; 1) arranging administrative system based on potentiality and individualization 2) connecting

collaboration with higher education institutes to develop teachers 3) inspiring the teachers to collaborate with the others learning management 4) developing teachers and educational person to achieve potentiality in educational development with standard developing individual 5) developing individual teachers and educational person work with teacher profession in the line of interest and aptitude 6) building individual teachers and educational person capacity in all knowledge, ability and skilled to practice 7) building capacity with job training 8) encouraging teachers develop and revise learning management process to achieve outcome instead of teacher profession.

3.2 Concluding result different to follow social context in each school however strategy for change management divided to 2 levels include goal strategy for schools' change management idea to success goal and process strategy for means in encourage practice in school to the best of development for proactive change. Blueprint of change should emphasize 4 important components: 1) working steps 2) technology 3) functional structure 4) personnel. To achieve in the change, implementation need to concern how to operate these 4 components in conditions of school strategies, benchmarks, and strategic plans.

INTERPRETATION AND IMPLICATIONS

1. Each school has clearly educational management by setting school based management. The change management in educational management of schools are in 6 aspects but it has distinct in an essential component of change management to effective organization in 3 aspects; 1) structure 2) process 3) people but indistinct in 3 aspects 1) goals and strategies 2) job redesign 3) technology like the Wareerat Keawurai. et al (2006). research result found that General Model of IEMS for Educational Service Areas and schools in Phitsanulok is composed of 4 components; 1) Success : Educational Management has to be proposed with the success for Educational Service Areas and schools through vision, goal, roles and mission on the success of educational management together with National Basic Education Standards as well as '4 Ror' Characteristics which is distinctive and responding to the needs emphasizing knowledge based economics society. 2) Structure: Educational Management has to be provided with a structure of

working group and standards of task operating, based on managing structure which is flexible and associable to the mission. The atmosphere of leaning culture is also included. 3) Management: Educational Management has to be integrated with MSPA; mobilization, strategies, participation and autonomy, for moving forward. 4) Monitoring: Educational management has to be validated internally and the operating tasks have to be from time to time evaluated with concrete indicators in order to be improved until achieve its objectives. Four strategies for developing the quality of Education are ; 1) promoting and creating the equality and equity of educational opportunity 2) mobilizing all of the social sectors in educational management 3) developing educational management system and the quality of learning and 4) developing the standards of student quality and the competency of their international competitiveness. Model of IEMS for schools which is in use in the integrated management principles with MSPA and provided the handout so that they could be used as guidelines for using within schools. It composes of 1) rational 2) success 3) structure 4) management 5) monitoring and 6) limitation. The planning of IEMS with MSPA, most schools formulate tasks under the structure of school management which is divided into 4 sections 1) The management of academic affair 2) The management of budgeting 3) The management of personals 4) The management of general affair. That showed the strategy is an important to setting to effective organization lead to expert in the dynamics of change and setting strategies concerning strategies in 1) goals and strategies 2) technology 3) job redesign 4) structure 5) process 6) people.

2. The result of synthesizing change management in educational management strategy found that the successful of change management in educational management at basic education depend on having a vision and an academic leader of administrators , working cooperate participation with school stakeholder, and having principle for foundation to efficiency administration lead to expert in the dynamics of change and setting strategies in 6 aspects; 1) goals and strategies 2) technology 3) job redesign 4) structure 5) process 6) people like at Sombat Nopparak, Samran Meejang, Wareerat Kaewurai, Teamjan Panich pharinchai, Amornrat Wattanathorn, Chamnan Panawong (2007). research result found that 1) the strategies for raising educational quality in school in the lower northern through the knowledge management

found in the study are achieved by 5 collaborative sectors consisting of Faculty of Education, Local Administrative Organization, target school, mentor school and provincial Educational Service Area which share and care with one another in order to achieve raising educational quality. 2) the strategies for raising educational quality in school in the lower northern consisting of these 8 strategies ; 1) the strategy of 5 collaborative sectors 2) the strategy of initiating an understanding 3) strategy of searching for need assessment 4) strategy of empowerment 5) strategy of community participation 6) strategy of learning exchange 7) strategy of following up and 8) strategy of providing stakeholders (mentor school) for local school that reveled collaboration between educational stakeholder must be participate working, mobilizing and sharing whole power for cooperate profit, constructing and searching multi-network to supporting work group, constructing leadership focusing ICT develop man power, encouraging discipline, moral, good health, enhancing, supporting, and relationship between stakeholder in educational management. By the schools important role must be efficiency administration with setting strategies for change management in educational management 6 aspects; Strategy in the aspect of goal and strategy, technology, job redesign, structure arrangement, process, and personnel administration that alike as Wareerat Keawurai. et al (2008). research result found that strategies for developing students' desired characters in 5 strategies; participation, school-based management, empowerment , supervision and knowledge management. That showed this strategy consisted of the use of formalized procedures for school reform to control decentralized decision-making with respect to both human and material resources. The least effective firms chose a similar strategy of control, however they emphasized mainly those procedures involving the control of material resources and tended to neglect their human resources in this respect the same as Bernard C. R. and Anant R. N. (1975). their research reviewed that the most effective organizations tended to choose a unidimensional strategy of administrative control, this strategy consisted of the use of formalized procedures to control decentralized decision-making with respect to both human and material resources, the least effective firms chose a similar strategy of control, however they emphasized mainly those procedures involving the control of material resources and tended to neglect their human resources in this respect, these

results are interpreted as evidence in favor of normative theory of administrative control in organizations, and the most effective strategy for maintaining indirect control over a decentralized decision-making process appears to be one which effectively integrates the rational material resource controls with the more intangible human resource control mechanisms.

3. The result of seminar and disseminating found that strategy for change management in educational management has concluding result different to follow social context in each school however strategy for change management divided to 2 levels include goal strategy for schools' change management idea to success goal and process strategy for means in encourage practice in school to the best of development for ready change those showed that its has unique identity for schools to practice follow the same policy and its has important for schools to have best practice themselves.

RECOMMENDATIONS

1. Strategies for management of change in educational management at basic education must be settling from formalized procedures for school reform to control decentralized decision-making with respect to both human and material resources. The least effective firms chose a similar strategy of control; however they emphasized mainly those procedures involving the control of material resources and tended to neglect their human resources in this respect. Setting strategies for management of change by using Outcome based curriculum; Individualized potential enrichment curriculum; Change management; strategic management; Participatory management; Integrated educational management divided to 2 levels include 1) goal strategy for schools' change management idea to success goal and 2) process strategy for means in encourage practice in school to the best of development for ready change those showed that its has unique identity for schools to practice follow the same policy and its has important for schools to have best practice themselves whole with the strategy to process cover an essential component of change management to effective organization in 6 aspects; 1)goals and strategies 2)technology 3)job redesign 4)structure 5) process 6)people especially the change management in educational management of schools has mostly overall distinct gist in an essential component of change

management to effective organization especially in the medium and small school size and in overall 3 aspects; 1) goals and strategies 2) job redesign 3) technology thus in the big school size enriched and extended on its.

2. Management of change is mostly essence in present social era so because seriously problem of change in any cause and any context from external impact thus effect to organizational effectiveness. So the administrators must be increase responsibility scale with moral in management to think, revise, and manage the organization to implication in balance and overall in all parts of organization variety with 9 steps process to manage of change as follows;

1) Understanding impact of change.

2) Considering essence to be change.

3) Verifying and analyzing problems.

4) Deliberating an alternative selection may be using in a means and strategy for developing organization be outcome to be in time with change lead to collaborative learning overall organization.

5) Realizing with limitation of any conditions.

6) Making decision means and strategy selecting for change.

7) Operating change and develop organization follow up the project settled.

8) Following up and assessment management of change.

9) Improving and revising for next implementation.

3. To contribute to the professional administrators by means its have leadership that belong to competencies in change management and to possess many characteristics such as learning organization management, learning management, academic leadership, organize transformation to success, to make the educational system a learning organization–expert at dealing with dynamics of change as a normal part of its work, and professional networks.

4. To cultivate an academic school climate lead to collaborative learning overall organization.

5. There is not only one strategy for management of change, but also there still has another line to manage the change and you need to implement the strategy in flexible way and be aware of school conditions.

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