

Dujdao Siriwan 2012: Guidelines for Implementing World-Class Standard School Policy into Practices in Primary Schools under the Office of Basic Education Commission. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Assistant Professor Sudarut Sansawang, Ph.D. 231 pages.

The purposes of this study was to propose guidelines for implementing world-class school policy in primary schools under the Office of Basic Education Commission. Four parts of the research method included both qualitative and quantitative approaches. Part 1, case study with three school directors and subject area heads of selected world class primary schools. The results were analyzed in terms of content analyses. Part 2, a questionnaire constructed by the researcher with a reliability of 0.979 was used to collect the data. A sample of 276 randomly selected from school directors and subject area heads of 92 schools of this type. The data from questionnaire returns of 225, or 81.52 percent, were analyzed in terms of percentage, mean and mode. Part 3, focus group discussion with nine experts was arranged. The results were analyzed in terms of content analyses. Part 4, proposed guidelines were developed from cumulative results of the first the steps. Suitability and possibility of the proposed guidelines were, then, verified using a questionnaire, also constructed by the researcher, with a sample of 92 randomly selected from directors of the world class schools. The data from questionnaire returns of 77, or 83.70 per cent, were analyzed in terms of percentage, mean and mode.

The result of the study revealed guidelines to implement policies of the world class standard school into practices among pilot schools. The guidelines arranged in 7 aspects are as follow. 1) Policy aspect. Schools should made clear the goal of the policy implementation through public relations among stakeholders. The significance of the policy should be explained to the practitioners and some policy goals should be flexible. Implementation handbooks about all the rules and regulations should be precisely made. 2) Attitude aspect. Schools should publicize about the policy to the stakeholders for their understanding, acceptance and support so they could be ready for the operation. School administrators should discuss with teachers on curriculum development to make it in line with community beliefs. 3) Communication aspect. In the orientation process, two-way communication should be used before the implementation. The explaining should be made clear, precise and complete using variety of information technologies as media and also as information storage system. 4) Social and economic condition aspect. Schools should make the community and parent understand about the importance of the world class standard school policy for their acceptance and support. 5) Resources aspect. Sufficient number of potential personnel should be allocated in response to the school needs. Provision of up to date equipment and learning resources both in and out of school should be allotted. 6) Rules and regulation aspect. Schools should be operated under the rules and regulations or conditions which are agreeable and flexible among school personnel. Personnel management principles should be applied in some suitable cases. 7) Qualifications and competencies aspect. Schools should manage with a focus on whole school approach such as quality assurance, teacher reform, student reform, management system reform and participative management. Schools should be a learning organization where knowledge management activities are arranged among teachers. Teachers should be competent in instructional skills and learning designs comparable to international standard. They should be able to use instructional innovations and technologies.

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Thesis Advisor's signature