An Evaluation of English Teaching Reform Policy Implementation in Upper Northeast Secondary Schools of Thailand

Wanrat Sonsit[1], Sawat Pothivat[2], Chaiya Pawabutra[3]

ABSTRACT

The evaluation research used mixed methods research by the CIPP model. The objectives of this study were: 1) to evaluate the policy body in terms of clarity, communication, and resource allocation; 2) to evaluate school policy administration of a comprehensive project in context, input, process, product on past project and development guidelines; and 3) to extract lessons of policy implementing in schools at different performance levels in terms of similarities and differences. The quantitative samples consisted of 168 schools under the Secondary Educational Service Areas Office, Areas 19 to 23 obtained by stratified random sampling. The data were collected from 974 people using an assessment form and a development guideline of 10 experts through interviews. The obtained data were analyzed with percentages, mean, multiple regression analysis and content analysis. Multi-cases study key informants from two medium-sized schools were purposive selection from a quantitative sample. The research instrument was in-depth interviewed form. Data were analyzed with document analysis, observation, and group discussion with content analysis were used. The results of the research were as follows: 1) the English teaching reform policy was clear, able to communicate to practitioners and resources were allocated at a high level. 2) the school policy administration of context, input, and process in overall were at a high level. All factors were a high level of positive correlation with statistical significance at the .01 level. The inputs and processes were

---

[1] Ph.D. in Educational Administration, Sakon Nakhon Rajabhat University, Thailand; e-mail: wanrat11@gmail.com

[2] Assistant prof. Dr., Sakon Nakhon Rajabhat University, Thailand.

[3] Associate prof. Dr., Sakon Nakhon Rajabhat University, Thailand.

the good predictors of product. Input development should aim to develop administrators, teachers and students according to their roles with adequate budget and suitable equipment. Using PDCA quality process monitoring the work, follow-up, and summary reports should be taken in the process development and 3) the extracting lessons of the policies implementation in the outstanding and not outstanding schools were found both similarities and differences in context, inputs, processes, and outputs.

KEYWORDS: Evaluation research, English teaching reform policy, Policy implementation

Background

Currently, every country is in the century that is changing rapidly and is connected to become a global association. There is a greater transfer of information, knowledge, culture and liberalized trade economy. Resulting in awakening to develop foreign language skills to use as a communication tool. The Office of the Basic Education Commission (2014) stated that English is a tool for several operations in term of trade, investment, education, communication travel and daily use. In ASEAN associations, English was designated as "working language", or language for work. Thai's Ministry of Education requires all students of the basic education level to learn and practice English until they develop fluent communication skills and abilities. In order to increase the country's competitiveness, consistent with Klanrit (2013), who stated that English played an important role in global society in the 21st century and in the future because it was the central language for educational knowledge. As a developing human resources to coexist as a global community, as well as economic development, politics, society, technology and education. Meanwhile, Nilpan. M. et al. (2013) found that most of the world's important knowledge was recorded and published in English. Therefore, it is necessary to provide English language instruction so that students have the knowledge to use English as a tool to access knowledge and to be living together in a peaceful world community. As well as developing themselves to further increase Thailand's all competitiveness.

Surprisingly, even the Thai population is aware of the importance of English, but the scores on the Basic National Educational Test (O-NET) in the 2019 academic year for English subjects are still very low. Overall national level from all schools under all organizations of

Grade 6 students were 34.42 average points, Grade 9 students were 33.25 average points, and Grade 12 were 29.20 average points (National Educational Testing Institute, 2020). Ranking of the English communication ability of the population of countries where English is not an official language from the EF English Proficiency Index found that Thai people's ability to communicate in English has declined for three consecutive years. Since 2017, Thailand was on ranked 53rd out of 80 countries. In 2018, it was ranked 64th out of 88 countries and in 2019 it was ranked 74th out of 100 countries; in very low proficiency level. As a result of this ranking, Thailand is the third lowest scoring country in Southeast Asia (Post Today, 2019). From the role of English language and these problems, it is necessary to accelerate the development of the readiness of Thai students to become professionals. To be a modern global citizen with a variety of skills and the ability to compete with the world market. To consistent with the 21st century that emphasizes the Communication Skills in which the characteristics of learners should be able to communicate and should also be developed by teachers. As Belardo, J. M., & Thienpermpool, P. (2018) stated to teacher's instruction management must encourage students to be more involved in their own learning, that is, students must be allowed to participate in their own learning decisions.

The target areas of this study were secondary schools affiliated with the Office of the Basic Education Commission in the Upper Northeast of Thailand, which are directed to the Education Policy Steering Unit. The Regional Education Office No. 10 includes Loei, Udon Thani, Nong Bua Lamphu, Bueng Kan and Nong Khai provinces, and The Regional Education Office No. 11 consists of Nakhon Phanom, Mukdahan and Sakon Nakhon provinces (Ministry of Education, 2016). Almost all provincial areas are located with the border of Lao People's Democratic Republic. The Mekong River is a boundary, and all provinces in this study area are similar in cultures, traditions and values. The Stufflebeam's CIPP (context–input–process–product) Model (Stufflebeam, 1971) was applied to use in this study. This model of assessment is the most recognized as an appropriate method for the project, a policy or an operation that has been carried out for a while because it is an assessment that has a clear, concise and systematic assessment planning and procedures. It supports the use of standardized tools to collect data. The data was analyzed and summarized with the logical results.

This paper presents the studies of progression information and lead to administrative decisions of an English Teaching Reform Policy Implementation as assessment is a good and necessary mechanism for administration. The evaluation results and recommendations from the assessor are used as information for the organization or project improvement and development by the executives. As the researchers is an English teacher who are teaching in a secondary school in this targeted area. To aware and interested in seeking information on Evaluation of English Teaching Reform Policy Implementation, in order to obtain information and guidelines that are useful for the decisions lead to implementation, be reliable and useful in developing policies and improving the management of next school–level policies. The results of this study will contribute to the development of policy and the improvement of school policy.

Objectives

There are three objectives as follows:

1) to evaluate the policy body in terms of clarity, communication and resource allocation.

2) to evaluate school policy administration of a comprehensive project in context, input, process, output on past project and guidelines for the development.

3) to extract lessons in implementing the policy of schools with outstanding performance at different levels in terms of similarities and differences.

Research Scope

1. Content scope

In order to fulfill of research questions, it is necessary to study the content scope for the evaluation of the English teaching reform policy implement in upper Northeast secondary schools in Thailand in 2 areas as follows:

1.1 Policy body: to evaluate the level of policy clarity, policy communication and resource allocation.

1.2 Policy management: to evaluate the level of school plans and projects by using Context–Input–Process–Product: CIPP model of Stufflebeam's CIPP model (1971) in 4 factors of:

1.2.1 Context; to evaluate the internal and external environments that influence the policy implementation in the school namely 1) school environment and problems and 2) school and community needs.

1.2.2 Input; to evaluate the 1) administrators, teachers and students, 2) budget, 3) location equipment, media and 4) management.

1.2.3 Process; to evaluate the level of practical according to the guidelines set out in the policy resource allocation at the school level, problems, obstacles, and recommendations for improvement

1.2.4 Product; to evaluate the level of aspect achievement goal of the policy set and problems found

1.3 Extracting lessons: to learn the achievement of policy implementation at the school level using a qualitative education approach. The multi–case study was operated in 4 factors as Context–Input–Process–Product in 2 schools of the outstanding performance at different levels in terms of similarities and differences.

2. Scope of population and sample groups

2.1 Quantitative Evaluation

2.1.1 Population is secondary schools under the Secondary Education Office Service Area 19–23 in of 5 areas total 297 schools (Office of the Basic Education Commission, 2011).

2.1.2 The sample group is schools under the Secondary Education Office Service Area 19–23, 168 schools, was obtained by determining the sample size by using Krejcie & Morgan table (1970) and using a stratified random sampling method, the evaluation respondents consisted of school administrators, English teachers, and school board members in each school

2.2 Qualitative Evaluation (Multi-case study)

2.2.1 Study areas are two medium-sized schools with outstanding and not outstanding of performance were purposive selection from a quantitative sample.

2.2.2 Key informants consisted of school administrators, English teachers, Grade 12 students and school board members in each school.

3. Scope of time and data collection

This research was conducted in the academic year 2020.
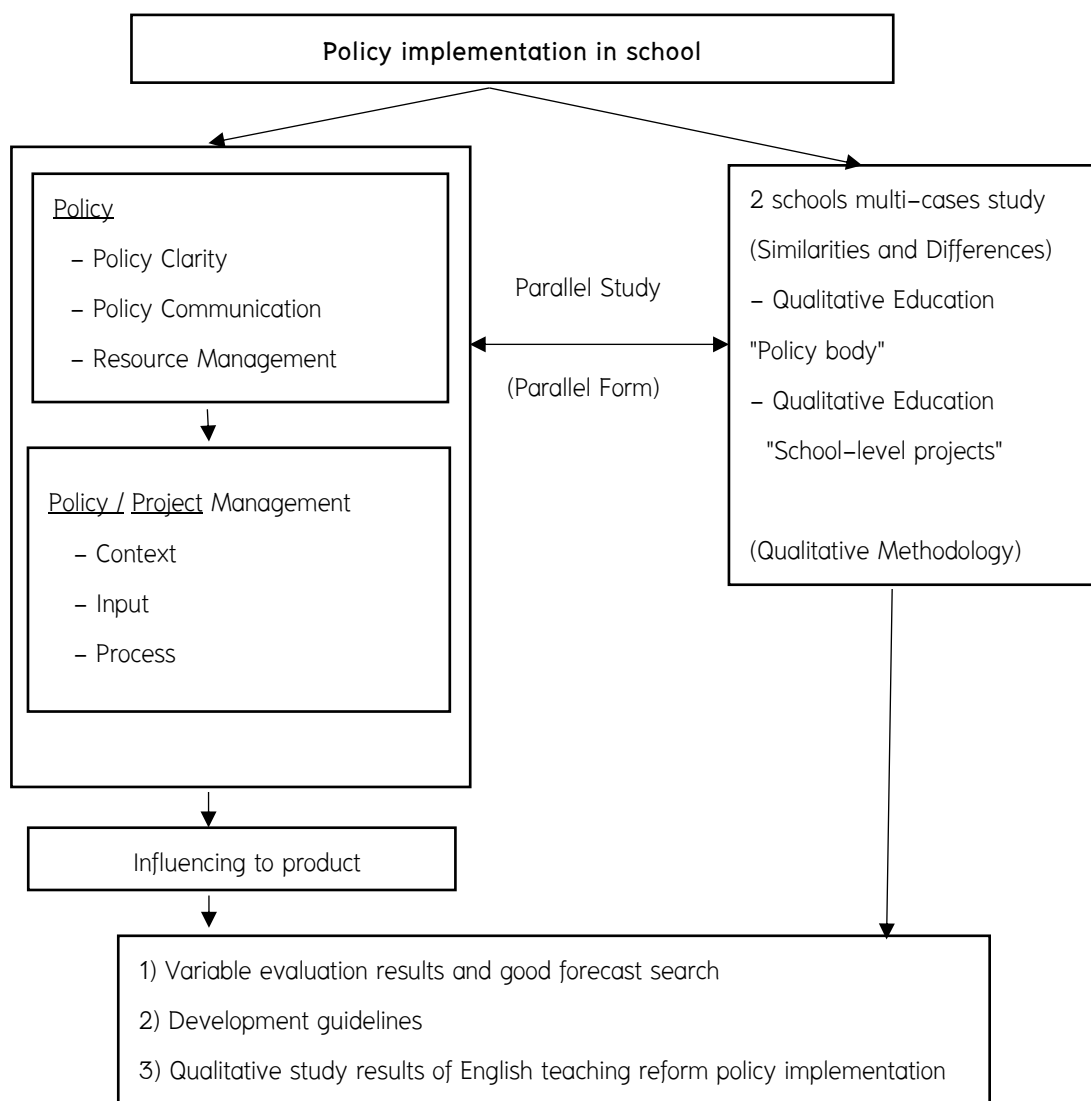
Conceptual Framework

This research was divided the studies into two areas: policy body studies and policy management studies, mainly using Stufflebeam's CIPP Model assessment concept (1971, 2001) for assessment in four areas: context, input, process, and product with an evaluation of English teaching reform policy implementation aims to study overall performance in accordance with quantitative research methodology. The assessment tool design and analysis were applied science (Guttentag & Struening, 1975; Riecken & Boruch, 1974; Weiss, 1972), in line with Rossi, Lipsey & Freeman (2003), which stated that evaluating research is the application of systematic social science research methods to evaluate the value of the conceptual framework. Other projects/plans/services and benefits of social projects implemented to improve human well-being Stufflebeam's CIPP Model Systematic Assessment Model (1971,2001) is considered to be an assessment research approach that is appropriate for project/policies evaluation that reflected monitoring and evaluating performance that leaded to improvements based on progress assessment concepts. The formative evaluation and follow-up of operations used to make decisions based on summative evaluation concepts, with assessment models such as context evaluation, input evaluation, process evaluation, and product evaluation.

Therefore, contextual assessments are intended to have information to determine whether the goals or directions of the policies that were originally defined are appropriate. Are there some complications that will result in changes to the goal, or has the context changed? Input assessment aims to obtain information to verify the resources that were originally defined as appropriate. What complications have occurred that require the use of the defined resource

to be modified? Increase or decrease? What complications have occurred? The issue of process and product is an assessment of what actually happened, an inquiry or retrospective data collection because it has been through a period of practice in that regard, as Al-Nwaiem (2012), Dollar, Tolu & Doyran (2014), Nilpun et.al (2013), Bhattapur (2009), Vipantha (2011), Phuphayang (2011) and Seriwat, (2012) CIPPI Model or Integrated Systematic Assessment Model of Sararatna (2011), which applied Stufflebeam's CIPP Model format, was found to be an appropriate and generally accepted assessment model with applied in the assessment of educational policies. A key benefit of this assessment was to provide useful information for administrative decision making. This leads to a reasonable decision which is considered to be a significant benefit of the assessment.

In addition, the main purpose of this study is to study school policy and management. This assessment research also analyzed the influence of subspecies on project productivity to find the variables that are good predictors of the project's productivity as well.

For extracting lessons of multi-cases study of the policies implementation took in the outstanding and not outstanding schools. An in-depth interview, document analysis, observation, and group discussion with content analysis were used. The diagram of the research conceptual framework was shown as follows:

```
┌─────────────────────────────────────────────┐
│         Policy implementation in school        │
└─────────────────────────────────────────────┘
```

Policy
  – Policy Clarity
  – Policy Communication
  – Resource Management

Parallel Study

(Parallel Form)

2 schools multi–cases study
(Similarities and Differences)
– Qualitative Education
"Policy body"
– Qualitative Education
  "School–level projects"

(Qualitative Methodology)

Policy / Project Management
  – Context
  – Input
  – Process

Influencing to product

1) Variable evaluation results and good forecast search
2) Development guidelines
3) Qualitative study results of English teaching reform policy implementation

Picture 1 the research conceptual framework

Research Methodology

This mixed method research was in a dominant–less dominant design with using quantitative as a primarily and qualitative as a complementary in parallel form. The research was taken in 8 provinces in the upper Northeast of Thailand. The populations were the 297

schools under of the Secondary Education Office Service Area 19–23 in of 5 areas (Office of the Basic Education Commission, 2011). The research was conducted in the academic year 2020 by dividing the research method into 2 parts, details as follows:

Part 1: Quantitative studies, 168 schools were obtained as sample of the study by determining the sample size using the Krejcie & Morgan table (1970) and used the Proportional Stratified Random Sampling method. The research tool used to collect data was a 5 rating scales evaluation form which divided into three parts; part 1: General Data of Respondents, part 2 Policy Information and Policy Implementation in Schools in 7 factors as Policy Clarity, Policy Communication, Resource Allocation, Context, Input, Process, and Product, and part 3 Additional opinions and recommendations. The evaluation form had an Index of Item–Objective Congruence (IOC) between 0.80–1.00 of each. The reliability of whole edition was 0.98 and the individual of items were in the range of 0.90–0.93. The discrimination was between 0.48–0.90 Each school has a different number of respondents base on the size of the school. They consisted of school administrators, English teacher and committee of Basic Education Board in a total of 974 people were used. The data were analyzed for percentage, mean and multiple regression analysis. For the study of development guidelines, interviewing from 10 experts were used. Data were analyzed for content analysis and a descriptive lecture was written.

Part 2 Qualitative Studies used multi–cases study and conduct field work along with quantitative studies, which are parallel and objective studies conducted by researchers in two medium–sized schools with outstanding and not outstanding of performance were selected specifically from a quantitative sample. Information collecting tools were used 1) structured in–depth interview forms for school administrators and school board members or parents, 2) recorded analysis of school documents, 3) observational records, and 4) group conversation logs for English teachers and grade 12 students and used content analysis and descriptive lectures written.

Results of the research

From the study, the research results can be summarized in accordance with the objectives as follows:

1. The results of the policy body evaluation in terms of policy clarity, policy communication to operators and resources allocation found that the overall level was at a high level ($\bar{x}$= 3.99). The averages were arranged in descending order as follows: policy clarity at high level ($\bar{x}$ = 4.07) followed by resource allocation at high level ($\bar{x}$ =3.95) and policy communication at high level ($\bar{x}$ =3.94) respectively.

2. The results of the school-level policy management evaluation in the form of projects covering context, inputs, processes, product. The overall factors consideration was at a high level, only product factor was in medium level of each considering. However, the six factors studied showed a high level of positive correlation. The correlation coefficient was between 0.549-0.839. When analyzing all 6 factors, it was found that there were 2 factors that could predict the productivity of the policy implementation in schools, namely the input factor and the process factor with predictive coefficients of 0.505 and 0.376, respectively, with a good multiple correlation coefficient of a good predictor that affects the criterion variables, in 0.874, can jointly predict the success of the English teaching reform policy implementation in 76.30% of overall school performance and the standard error of forecasting was ±0.27445.

Table 1 Analysis results of forecasting power influencing project output

Predictor Variable	B	S.E.b	β	t	Sig.
Input factor (X_5)	.641	.085	.505	7.559**	.000
Process factor (X_6)	.436	.079	.376	5.488**	.000

R^2 = .763   Adjusted R^2= .754   S.E.est = $\pm$.2744

** Statistically significant at .01

The development guidelines study results can be summarized as follows: 1) Input factors should develop school administrators, teachers and students to be aware of their roles and duties and to focus on work development, that is, school administrators must be in good

management principles, namely planning, people management, budgeting, systematic coordination with clear rules and be able to practice. Teachers must be ready for change. They must develop their knowledge and competences in the field of both quality teaching methods and skills in using technology for education at all times. Students must be focused and set goals in their studies, cooperate in all study activities with doing. Using technology for all times learning, researching, seeking further knowledge by themselves. In the budget allocation must take into account the necessity emphasis on value and maximum benefits with a transparent management. The media, equipment, and technology must be sufficient, up-to-date, and always in good working condition. Training is provided on how to use techniques in a quality control system. 2) Process development guidelines must follow the sequence of steps such as starting from the study of problems and things that need to be developed. There was a meeting for mutual understanding of the personnel. Choosing activities that are appropriate for your school's context. Defining projects that are relevant to the problem and combine the power to come up with a solution. Sorting tasks and focusing on the most beneficial tasks first. The implementation of the mission must be simple and smooth. Even if there is in a problem, it can be solved. During operation, the PDCA quality process should be implemented to monitor the work, job progress is reported regularly. Taking evaluation at the end of the project for preparation of performance reports on both positive results and hindrance findings problems and mistakes that need to be addressed on the next project.

3. The study of the policy implementation in schools at different levels outstanding performance in terms of similarities and differences were as follows:

3.1. Similarities which based on document analysis, observations, in-depth interviews and small group discussions of both were analyzed as follows: 1) Context: both schools were medium-sized secondary schools under the Secondary Educational Service Areas Office where are teaching for the grades 7-12 students. Schools are in small agriculture communities where the students' parents are engaged in agriculture. The average annual income is relatively low. They are located next to the main road connecting the districts with convenient transportation. Marvelously, both schools are located in different provinces with no adjacent territories, the community residents of both speak same dialect as the primary

language of communication, namely, Yoh, Phu Thai, and Laos. 2) Input: administrators at both schools had ideas and policies to support the communicative English teaching. There are 4 Thai teachers who were participated in the Regional English Core Teacher Development Program (Boot Camp). Students of both schools are 100 percent admission with placement test for classroom setting. The overall student learning potential are diverse. The main budget for management is from the Ministry of Education. Contributions are raised on school activities from time to time on a case-by-case basis. Both schools are equipped with high-speed wireless internet networks to provide services within the school, but they are not covered throughout the area. Classrooms organized by regular teaching curriculum with rare of equipment and technological media such as smart TV. Teachers allowed students to use their personal smartphones to perform their teaching. Some problems were some students had no smartphone, some students couldn't use the internet, including some students used the smartphones for other purposes except current lesson. 3) Process: recognition of the English Teaching Reform Policy of both schools by the administrators to inform in school meetings. and English teachers are aware of the policies through specific meetings or trainings for English teachers, such as the Boot Camp training program. English teachers are aware of the CEFR framework, but there is no formal document from the ministry. Teachers obtained policy written from the internet searching and sharing. Both schools host Christmas as the main extracurricular activity annually. The English language proficiency test in accordance with the CEFR has not been conducted for teachers and students, also never held an English camp within the school just representative students are brought to camp at other schools in the same network. 4) Product: the students' English proficiency of both schools are not outstanding at the community or national level. but students are confident to participate in school activities such as English singing contest and to be an English MC to welcome guests to the school on various occasions. Impressively, some students who aware of English importance have been learned and practiced on their own by listening to music, watching Hollywood movies on You tube, and speaking with foreigner friends via social media.

3.2 Differences can be analyzed and compared as follows: 1) Context: Outstanding School is a district school with a mission to provide education services to 25 villages in the district's territory and neighboring districts. There is an area adjacent to the border with neighboring country is the Lao People's Democratic Republic with the Mekong River 2 kilometers away from the district and about 40 kilometers away from the province downtown. It has been teaching for 37 years. The non outstanding school is a sub-district school is located in the middle of two extra-large district secondary schools, the school services for 3 sub-districts, 24 kilometers from the district and 106 kilometers from the province downtown. The school has been teaching for 45 years. 2) Input: Community, the location of the outstanding school has beautiful natural conditions suitable for tourism. It was opened as a homestay village for foreigner tourists to become a learning center for practicing the English language experience and skills of students outside the classroom. In addition, foreigner English teachers are hired in both full-time and volunteer form every academic year by the policy of the administrators and support for procurement from the school board and the salary budget from the parents in the same amount for all student grade. All students must study with foreigner teachers at least once a week. On the other hand, the not outstanding school community has the seldom opportunity to meet and talk to a few foreigners. There are only occasional invitations to meet with students. The smart students of the outstanding school have high preferences with very aware of the importance and enthusiasm for learning English. There is up to 80% of English usage in teaching activities and 20% in other classrooms. As not outstanding school students dislike learning English and lack motivation in learning English. Teachers cannot use English in teaching activities. Only a few of them are interested in learning English and try to find ways to practice on their own. The outstanding school has a guidance room where students can always use the internet to search for information. It has an award-winning Living Library, demonstrating its readiness to be a great source of information and learning. 3) Process: Outstanding school has 21 classrooms, divided into the ratio of lower/upper level in 4:4:4/3:3:3. The management divided into 4 major administrative divisions, namely Academic administration. Budget management, Personnel management, and General administration. Classes were organized into 2 groups at the lower secondary level, which were the General

group and the Special group. At the upper level was divided into 2 groups: Mathematics–Science and Language–Social Studies, Religion and Culture. The not outstanding school has 18 classrooms with a ratio of lower/upper level in 4:4:4/2:2:2. The management divided into 5 major divisions, namely Academic administration. Personnel management, Budget management, General administration, and Student affairs administration. There is one study program at the lower level. For Grade 10–12 divided into 2 study programs namely the Science–Mathematics program and program for Thai, English, Social studies. As for extracurricular activities, all English teachers at outstanding schools have organized a project to promote language learning individually at least one project of each per semester. There are a variety of formats, including ongoing projects such as the English Breakfast project, the daily audio project, and seasonal projects such as Christmas, Halloween. As not outstanding school schools provide a core English proficiency development program once a year in Christmas Day which is held in the New Year's Day. Moreover, at outstanding schools, there is a program to train language skills of English for communication for administrators and all teachers by foreigner teachers, then there is an ongoing campaign to communicate in English by the administrators and teachers throughout the school. As outstanding schools had ideas and plans to implement in the future. 4) Product: outstanding school's students had a confident personality, dare to communicate with foreigners; especially students in Grade 12 because they are familiar with foreigner teachers of various nationalities every year and have practiced speaking in front of the flagpole according to a project organized by the teacher. including going out to practice communicating in real situations with foreigner tourists at homestay villages. In addition, the English language course achievement data of Grade 12 students from the results of the National Basic Educational Test (O–NET) English courses during the 4 academic years 2017–2020, the average score has continued to improve. every year. As not outstanding school's students had no learning experience with foreigner teachers. Regarding the English language course achievement data of Grade 12 students from the results of the Basic National Educational Test (O–NET) English courses during the 3 academic years 2018–2020, the average scores tend to decline slightly continuously.

Conclusion and Discussion

1. The results showed that an evaluation of the English teaching reform policy in terms of policy body which consisted of policy clarity, policy communication to operators and resources allocation in both overall and individual factors were at a high level in every factors. This might be the policy of English teaching reform policy is written in accordance with government regulations. It must go through careful consideration in the planning and policy making process. made the policy clear which corresponds to Jauch, Lawrence R., Glueck, William F. (1983). According to the policy is a unified plan that is complete and easy to understand and a combination. It is the integration of ideas together to ensure the success of the activity objectives. In terms of resources allocation, it doesn't always mean just the budget. But policy resources also include: human resources are relevant to management methods at all levels. As Laswell and Kaplan (1970) argued that, policies are part of management methods. This is one of the important administrative factors as follows: 1) Policy is essential for management. The goal is to save money, people and time, as well as the power, talent and potential of personnel. It also makes the work of personnel more efficient. Effectively achieve the goals of the organization 2) Policy helps executives to operate with confidence. It's both a plan direction indicator and it is a guarantee that executives at all levels must keep. 3) The policy helps personnel at all levels in the organization understand their mission. including how to carry out the mission to achieve the objectives succeed without overlapping with other departments in the organization and help to make coordination between each other easier in policy communication. The implementation of the English teaching reform policy was the Top-down theories of implementation. The policy was set by the Ministry of Education which is a government agency then transfer the policy through the Office of Secondary Education Service Area to the schools for paying attention to policy-making decisions. According with Banchusuwan (2015), who studied the implementation of basic education curriculum policies in the Educational Service Areas Office of Surat Thani Province, using a theoretical framework of dynamics and environment context combined with the CIPP model.

2. School-level policy management evaluation results in the form of a comprehensive context project the input factor Process The overall product factor was at a high level. When

considering of each factor was found that the product factor was at a medium level as follows: 1) The context factor was consistent with Banchusuwan (2015) who found that the policy implementation at the Educational Service Areas Office level was influenced by the context in four dimensions that important in both regional and global environment contexts economic environment context, social and cultural environment and the political environment. These four dimensions influenced the implementation of the curriculum at both the district office level and the level of the seven targeted educational institutions. 2) The input factor was consistent with Sereewat (2012), which found that the quality of teachers, administrators, and fundamental factors in World-class Standard Schools was at a high level. However, teachers and administrators lacked of confidence in using English to communicate and should be improved an electronic classroom, multimedia and high-speed internet and 3) process factor was consistent with Sereewat (2012) found that the implementation of the school development policy towards World-class Standard Schools was at a high level. The teaching and learning management that is comparable to World-class Standard Schools is practiced at the highest level and there should be an exchange of knowledge on management both domestically and internationally. In terms of research results, it was found that 4) product factor was at a medium level. This might be concerned the students' normal lifestyles lack of the opportunity and do not familiar to use English on a daily basis. Therefore, there is no factor to convince them to develop their own English language skills. In addition, the rapid and widespread technology changes such as smartphones, which most students take and can use the internet conveniently, as well as the freedom to access information and various usage patterns on emphasizes in entertainment. The use of technology is inconsistent with the environment in which the policy will be implemented. which is consistent with the conclusion of Yachan (2013) stated to the factors that determine the success or failure of a policy implemented was the policies that are consistent with existing values and the needs of stakeholders who those will be affected by the policy will be more successful.

Results of the study on development guidelines can be summarized as follows: 1) Input factors should be developed administrators, teachers and students to be aware of their own roles and duties with focusing on the development of work which consistent with

Phuphayang (2011) found that the organizational structure and the administrative system are consistent and support the education management. Human resources related to educational management should be provided in enough quantity and quality affecting the operation of educational institutions and school administrators should manage adequate budgets, educational media and equipment to create the school environment are appropriate and comfortable learning. 2) Guidelines for process developing must work in a step-by-step manner. The PDCA quality process was used to supervise work which consistent with Phuphayang (2011), who found that although teaching and learning management and student development were at a very good level, schools should encourage teachers to organize teaching activities seriously based on student center. The multi-resources and varies activities should use more technological media providing, especially computers and the internet. There should be standard criteria for selecting teachers, especially foreign teachers in the project of using English as a teaching mainly. As for the implementation of the missions of the educational institutions in the 4 work groups of Academic Management Group, Personnel Management Group, Planning and Budgeting Management Group and General Management Group, it was found that educational institutions must increase strategic management by providing a strategic plan with indicators of success in all work groups.

3. Policy implementation in differences level successful school found that the two schools were in the similarities and differences in four factors of CIPP model evaluation.

Suggestions

This study contains recommendations for applying the findings. as follows; 1) School administrators or decision makers should consider the results of the assessment of English language learning reform policies. Those found that these factors had little influence on policy productivity. 2) Administrators should focus on inputs because they find that inputs have the greatest influence on productivity, so they should adopt development guidelines from expert opinion. 3) English teachers should apply the findings from transcripts from schools that implement policies that are highly prominent.

This study contained recommendations for next research. as follows 1) Research should be expanded in the demographic scope of the research to be wider nationally comprehensive. 2) Case studies should be conducted for schools that have performed excellently in implementing English language teaching reform policies in secondary schools large and small. Administrators and teachers should pay attention of inputs and processes in English teaching management as they influence productivity in high level and adapt expert development guidelines to concrete action.

References

Ahmed Al-Nwaiem, A. (2012). *An Evaluation of the Language Improvement Component in the Pre-Service ELT Programme at a College of Education in Kuwait: A case study.* PhD Thesis in Education, University of Exeter: UK.

Belardo, J. M., & Thienpermpool, P. (2018). Teachers' Readiness to Promote Learner Autonomy in Government Universities in the Northeast of Thailand. *Journal of MCU Buddhapanya Review.* 3(3), 267–280. Available from https://so03.tci-thaijo.org/index.php/jmbr/article/view/140611.

Chaleo Yachan. (2013). *Policies and practices in basic education toward ASEAN community.* Thesis, Graduate School. Nakhon Pathom: Silpakorn University.

Dollar, Y. K. , Tolu, A. T. & Doyran, F. (2014). Evaluating a Graduate Program of English Language Teacher Education . *Turkish Online Journal of Qualitative Inquiry*, 5 (2) , 1–10 . DOI: 10.17569/tojqi.09132.

Dusit Viphanna. (2011). *Assessment of higher education management. Institute of Physical Education according to a systematic and inclusive assessment approach.* Ph.D. thesis Khon Kaen: Khon Kaen University.

Edwards, W., Guttentag, M., & Snapper, K. (1975). A Decision Theoretic Approach to Evaluation Research. In E. L. Struening, & M. Guttentag (Eds.), *Handbook of Evaluation Research* (pp. 139–182). Beverly Hills, CA: Sage.

Jauch, Lawrence R., Glueck, William F. 1983. *Business Policy and Strategic Management.* Published by McGraw-Hill Companies.

Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, pp. 607–610.

Lasswell, H. D. & Kaplan, A. (1970). *Power and Society.* New Haven: Yale University Press.

Mariam Nilphan et al. (2013). *Assessment of the English Teacher Development Project. of the Institute of English According to the cooperation project between the Office of the Basic Education Commission (OBEC) and Temasek Foundation and SEAMEO RELC,* Singapore. Bangkok. Institute of English.

National Institute of Educational Testing Service (Public Organization). (2020). *O–NET.* Retrieved October 10, 2020, from https://www.niets.or.th.

Office of the Basic Education Commission. (2011). Preparation of the annual report of educational institutions: according to the ministerial rules governing the system, criteria and methods of insurance. *Quality of Education*, 2010, Vo. 7. Bangkok: Cooperative Society Printing Press. Agriculture of Thailand.

Office of the Basic Education Commission. (2014). *Guidelines for the Notification of the Ministry of Education: English Teaching Reform Policy.* Bangkok.

Piangkhae Phuphayang. (2011). *Assessment of educational management of Catholic schools in Khon Kaen Province.* Doctorate of Ph.D. Khon Kaen: Khon Kaen University.

Pisan Banchusuwan. (2015). *Policy Implementation of Basic Education Curriculum in the Education Service Area of Surat Thani Province.* A Dissertation of Doctor. Bangkok: Thammasat University.

Prayong Klanrit. (2013). *Guidelines for teaching English in a foreign language context.* Bangkok: Academic Promotion Center Publishing.

Post Today. (2019). *English language skills of Thai people have dropped for 3 years in a row, holding 74 in the world.* Retrieved March 24, 2020, from https://www.posttoday.com/world/605556.

Ratiporn Phathontuwanon. (2009). *Assessment of primary school education management of educational institutions under the Maha Sarakham Educational Service Area Office, No.1.* Doctorate of Ph.D. Khon Kaen: Khon Kaen University.

Riecken, H. W., & Boruch, R. F. (Eds.). 1974. *Social experimentation: A method for planning and evaluating social intervention.* New York: Academic Press.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2003). *Evaluation: A Systematic Approach (7th ed.).* Thousand Oaks, California: Sage.

Stufflebeam, Daniel L. (1971). *The Relevance of the CIPP Evaluation Model for Educational Accountability.* Atlantic City, N.J.

Weiss, C.H. (1972). *Evaluation Research: Methods of Assessing Programs Effectiveness.* Englewood Cliffs, NJ: Prentice Hall.

Wilaiporn Sereewatana. (2012). *A Systematic Evaluation of World-Class Standard School Project.* A Dissertation of Doctor. Khon Kaen: Khon Kaen University.

Viroj Sararatna (2011). *Research in Educational Administration: Concepts and Case Studies.* (2nd edition). Bangkok: Aksrapiphat.