The Educational Management Guidelines by using a Community Participation Process for a Child Development Center in Phadungmart Sub-district, Janae district, Narathiwat Province

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Abstract

The purpose of this research was to study the guidelines of educational management by using a community participation process in a Childhood Development Center in Phadungmart Sub-district, Janae District, Narathiwat Province. This study used qualitative research that was designed for this specific research. There were 40 participants who were considered key informants to the research. This group included 10 representatives of the Child Development Center Committee, 9 teachers, children's parents, and community leaders. A purposive sampling was used to select the participants. Semi-structured interviews were used to collect as much in-depth data as possible. The data was analyzed by a content analysis technique.

The research findings revealed that the guidelines of educational management in this particular study refer to principles and methods of educational management in accordance with the Child Development Center operating standards. There are 6 principles which are listed here. (1) Decentralization of educational administration by participation of communities from all regions. There are 4 areas in which these methods are used. The first is that of participation in making decisions and planning, determining measures, and creating guidelines for educational management. The second area is defining various department systems. The third area is establishing a community representative committee. And the final area is the presentation of information (2) Participation in the development of the potential of community personnel. This involves training methods such as career skills seminars, personnel education development and building morale in people. The second evaluation of performance is by making a policy plan and checking the implementation of project activities. (3) Cooperative management based on mutual trust. There are 2 methods that are used to assess development and system security. (4) Integrating knowledge management from communities. There are 3 methods that search for learning resources and local wisdom, planning meetings for integration of local knowledge and wisdom and procuring community folk philosophers. (5) Positive empowerment of the community by creating an understanding of the operations of the Child Development Center

by using project presentations and inviting community members to join activities of the Child Development Center. The purpose of these activities would be to develop leaders and create engaging forums where all groups can share their ideas. And (6) Principles of empowerment from a network outside the Child Development Center by building an attitude of confidence in the Child Development Center. Establishing a parent network can help reach these goals as well as promote and support the development of networks in the community.

Keywords: Community participation, Educational management, Child development

Introduction

Social development has caused changes in organizational management styles in various dimensions. The Thai education management system has changed its format to be more focused on the decentralization process in order to create new operating units such as more regional government organizations or local organizations. There have also been advancements in early childhood education brought on by modern technology and social growth which have helped the development and preparation of Thai children to be a new generation of children in the 21st century. Therefore, early childhood education is a necessary part of children's development and preparation for growing up to be good adults in society. It is important that children have good life skills that can promote the child's full potential within the context of the society's culture in which children live. In accordance with Educational Reform Round 2 (2009-2018), Thai children should have high-quality learning throughout their lives. The Office of the Basic Education Commission have early childhood education policies that focus on early childhood development to keep pace with social change. These policies help lay the foundation of Thai children's lives and they focus on having complete development according to age. According to the Early Childhood Education Philosophy, early childhood education encompasses a child's development from birth to 5 years. The philosophy is based on training, nurture, and promoting learning that is responsive to the nature and the development of each child according to its potential and this all should be done with love, generosity and everyone's understanding. The goal is to build the foundation for a quality life allowing the child to develop completely. It is also important to create value for oneself and within society with a core family and others who may be responsible for child care in all sectors of society. The Department of Local Administration (2010) have a policy for educational management of the Child Development Center by focusing on education as an important part of national development that will effect economics, social issues, and politics. Therefore, the educational direction of the local government organization has been transferred to the future educational mission to prepare the local education management by organizing a local curriculum for application to the local context. This includes allowing all sectors of society to participate in local education management. It is believed that education can be of high quality, but it requires cooperation from various agencies that are involved, in both the public and private sectors.

Through the Phadungmat Sub-district Administration Organization a plan has been created for educational development and promotion of the Child Development Center. The Center provides education in accordance with the principles of early childhood education,

which is the first level of early childhood education to develop readiness for compulsory pre-school education for those children in the care area of Phadungmat Sub-district Administration Organization. The goal is to develop physical, mental, emotional, social, and intellectual skills appropriately according to age and full potential which is in line with the national educational standards. In the Child Development Center under the Padungmat Sub-district Administration Organization there is a policy that uses the participation principles of those involved in Educational Management for Establishing Educational Development Strategies of the Child Development Center. By equating problems and needs of learners, parents in the educational service area will be the primary solution to solve and respond to the needs of children in the community. Combined with the policies of the Phadungmat Sub-district Administration Organization the goal is to focus on educational development of the Child Development Center under the Phadungmat Sub-district Administration Organization.

In reality, when looking at the context of the community and economic conditions, there is a lot of distance between the parents, the community, and the Child Development Center. Knowledge and understanding of community members towards the educational system of the school are unclear. It may seem that some communities do not give great importance to child development centers because there is a feeling that it is only a school for preschool children which may not rank as high in importance for some people. These ideas create an expanding gap between the Child Development Center and the community. This also causes many problems like decreasing the number of students and making the process of community participation more challenging in the educational management of the Child Development Center. These findings are in accordance with the report of the activity monitoring project of the Child Development Center in Phadungmat Sub-district from the beginning of the Child Development Center in 2006 through 2019. There have been declining numbers of parents' participation in the community activities related to educational management. These activities were designed to develop the relationship between the Child Development Center and various parts of the community. As a result of the changing context of the community and the role of parents and members of the local community, there is a lack of awareness about the importance of educational management for young children. The educational management and development of young children aims to be consistent with the annual assessment of early childhood development. In conclusion, it is ideal to have participation in educational management through organized learning activities which involve parents and community members. These activities can affect the emotional and social development of all participants, and as a further result, this can strengthen the bonds between children and those around them in daily life. Therefore, the researchers recommend to those who want to develop the educational management guidelines of the Child Development Center to use community participation as a force to promote and develop the Child Development Center under the sub-district administrative organization. The educational institution of the community will be the foundation for the development of local youth in the current situation of sustainable social change.

Objective

To study the guidelines for educational management through a community participation process of the Child Development Center of Phadungmart Sub-district, Janae District, Narathiwat Province.

Research procedure

This research design studies and defines the following procedures,

Step 1: Creating a research framework.

Step 2: Draft the framework of educational management by the community participation process of Child Development Center.

Step 3: Study of community participation in educational management of the Child Development Center.

Step 4: Confirm the community participation in educational management of the Child Development Center.

Scope of research

Content

The researcher studied the concept of participation process, community participation from academic and related work documents as follows: Cohen and Uphoff (1997), Dusseldorp (1981), Karnsopa (1993), Suntharayut (2008), Chaiyawong (1997), Chongwutiwet (1994), Kaewsong (1988), Kosum (1999) and Chuiphong (1994). This research is summarized as a framework for educational management based on the concept of community participation process. The researcher also studied the standards of operation of the Child Development Center under the sub-district administration organization which consisted of 6 key points. These 6 points include: management of the Child Development Center, personnel, building environment and safety, academic and curriculum activities, Child Development Center community participation, support, and network promotion and early childhood development.

Scope of key information

Key information comes from personnel related to the educational management of the Child Development Center in Phadungmat Sub-district. There were 40 participants who gave key information, including 10 representatives of the Child Development Center Committee. The participants were chosen by specific selection methods (Purposive Selection) which is a logical choice[1]. The specific selection is intentional because of the key informants.

Time limit

The duration of this study covers the research design process, time to study related documents, data collection, data analysis, and research report writing which lasted from October 2019 to March 2020.

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[1]Chai Photisita, 2011 Science and art of qualitative research.

Research methodology used

This research used qualitative research methods. The researcher collected data from the actual situation obtained from group interviews. The observations were made by collecting data, reviewing literature on relevant theories, and using other related research. Key informants were people who had important positions which involved them in the operation of the Child Development Center. Data was collected from the representatives of the community who had roles and responsibilities in the Child Development Center in Phadungmat Sub-district under the Phadungmat Sub-district Administration Organization, Chana District, Narathiwat Province.

The researcher used a pseudonym for all important information providers to maintain anonymity and to not affect informants directly or indirectly. The interview location was a private place. Data recording was done using a confidential system for key informants which was guaranteed to not have a harmful effect on the data providers. Keeping the confidentiality of informants is the heart of a code of ethics that quality researchers realize. The researcher stored the information from the interviews in a systematic file that used hypothetical names.

Data collection
Research tools

A semi- structured interview protocol was used to collect data. It was an open interview, which did not limit participants' answers and allowed data providers to tell stories or experiences freely in order to help gather as much helpful data as possible. The researcher did not specify the conceptual framework. The researcher's purpose in using this method was to build credibility of the information received. The data was considered by three experts with knowledge and expertise in conducting research in educational administration. The thesis advisor, who is a research expert, also checked the appropriateness of issues, questions, and consistency of research objectives.

The focus group conducted a group conversation in which specific issues were discussed. In each conversation, the researcher observed the behavior of group members, made a tape recording and took notes for further analysis.

The researcher is regarded as the most important player in this research process because it is through this person that the participants had direct interaction. Through the researcher's observations on location with the participants, the data was able to be collected and then used in further analysis to reach conclusions about the research results.

The creation of research tools
Semi- Structured Interview Protocol. The process of creating the tools is as follows:

1. Study relevant research documents to determine the framework and scope of the appropriate tools for this particular research.

2. Study the principles of creating a semi-structured interview form, which include creating field notes and making group conversation recordings, by referring to literature which explains research methods in education administration.

3. Send the tools to the thesis advisor to check the created tools.

4. Request a letter from the Department of Education Administration Faculty of Education, Prince of Songkla University, Pattani Campus. The subject of the request being: Invitation to an expert to verify the accuracy of the tools and methods.

5. Inspect the chosen research tools by having 3 expert inspectors who are knowledgeable in the research subject area. These expert inspectors were chosen based on their abilities and understanding of the use of community involvement in child development center operations. These expert inspectors also have knowledge and understanding in research in education administration which they used to examine the validity of the language, the comprehensive nature of the questions, and the consistency within the research questions.

6. Modify interview forms based on the advice of experts and professors given during a thesis consultation.

7. Prepare the complete interview form so that the researcher is ready to conduct an interview with the important informants.

Focus group

The focus group interviews were similar to in-depth interviews that require a combination of specific questions and natural group conversation. Specific issues were brought up in each conversation. The group process is used to help motivate the group to share their ideas. The researcher will observe the behavior of group members and sometimes re-direct their attention to the same subject so that everyone has a chance to share their opinion on each topic discussed. Tape-recording and note-taking are used for further analysis.

Data collection methods

The researcher used the interview form to analyze the problems of community participation in the operation of the Child Development Center. The key informants are those who are involved and play an important role in managing the Child Development Center. This research process divided data collection methods in the following order:

1. Data providers were selected by considering whether the person providing the information meets the requirements to be able to discuss problems and provide information on what the researcher wants to study. The researcher also considered other factors, such as suitability and safety of travel.

2. The researcher sent a document introducing the research and asking for cooperation in data collection. The document included a self-introduction of the researcher as well as the specific date, time, and location for collecting research data by interview.

3. The researcher worked to build good relationships with the key informants in order to establish trust so that they felt comfortable to disclose information that could assist in the objectives of the researcher.

4. In-depth interviews were conducted, each taking approximately 11/2-2 hours, to gather information in a descriptive format. Open questions were used so that key informants

could easily understand and provide as much information as possible. The questions were also designed to create an on-going conversation.

5. Date was collected from various related documents for use in data analysis according to research objectives.

6. The interview results were sent to the key informants for confirmation.

7. A summary of the research was made.

Group conversation recordings were another tool the researchers used to make observations and get needed information. Observations were used at all times but this was done in an unobtrusive way without the observers being made aware. The researcher recorded the observations from every stage so that this data could be used as needed to fulfill the research objectives. It was very important to the integrity of the data collection that the researcher did not insert any of their opinions into the group conversation. In observing the behavior of the participants, the researcher also should not use his own opinions or experiences to judge individual behavior in each observation. The researcher will use the conversation recording form to gather information about community participation in the operations of the Child Development Center.

Data analysis

This research analyzed data using content analysis techniques. The data sources considered were the in-depth interview analysis, field observation of the group conversation and the study of relevant research documents in order to analyze the problems of community participation in the operation of the Child Development Center. The data was analyzed with the following steps:

1. The dialogue from all interviews was transcribed.

2. Data management methods were used to sort the data. The researcher prepared the data by putting each type of data in a separate data file according to the characteristics of the data. The researcher made a conclusion to reduce the size of the data in order to help eliminate unwanted information and to help analyze the data most effectively.

3. The researcher re-examined the information in order to consider the accuracy and completeness of the information before using the data for analysis.

4. The researcher used a content analysis procedure for data analysis. The researcher set the objectives as guidelines for the process of community participation in the operation of the Child Development Center. These decisions were made based on the interviews with key informants.

5. The researcher defined the key words and ideas related to the issues that need to be studied. The definitions helped to specify a clear direction and framework for conducting research which would be easy to remember, provide consistency, and prevent the over-complexity of data during data analysis. The researcher conducted the data analysis based on what were defined as the principles and processes of community participation in the Child Development Center according to the operation standards of the Child Development Center. These were divided into 6 areas and include (1) Management of the Child Development Center

(2) Personnel (3) Building, environment and safety (4) Academic and curriculum activities, Child Development Center (5) Participation and support from the community (6) Network promotion and early childhood development. The researcher linked various data together and attempted to clearly identify the relationships of the data as having the same or different relationships.

6. The researcher analyzed and presented the data by using Microsoft Word.

7. Drawing and verifying conclusions were done to include finding patterns, grouping, factor analysis, identification of event associations, conceptual theory links and other discoveries. The success of creating a summary depends on the completeness of the data that is summarized. The researcher must take an interdisciplinary approach to draw the best conclusions and be able to best link the relationships found within the data.

8. The researcher confirmed the correctness of the conclusion by examining the validity and representation of the data with a multi-step method. The methods included collecting data from different data sources to gather the same information, using observation along with questioning while also studying additional information from the source documents, and asking important informants to check the conclusions obtained with the informants after the conclusion of the study. All of this was done to ensure that the conclusions are true and accurate.

Building data credibility

The researcher prioritized establishing good relationships with the informants. The researcher examined the data and asked key informants to examine the interview data to make sure that it was correct and that everyone was satisfied with the information presented and the credibility of the information[2].The researchers collected data from a variety of sources, allowing the researcher to obtain reliable information. The researcher collected data by interviewing the informants who played an important role in the operation of the Child Development Center. The researcher also used relevant research documents to analyze the data in the research. And the researcher examined the data by having the key informants in the data check the data and interviews for accuracy. The researcher used the triangulation method for data collection, which is an examination of various methods used to collect information on the same subject, such as the use of observation methods, together with the interview method. Finally, the researcher consulted with experts to check the suitability and accuracy of the research at all times until the end of the research.

Research findings

The results of the research on educational management by using a community participation process for the Child Development Center in Phadungmart Sub-district, Janae District, Narathiwat Province can be summarized as follows.

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[2]Lincoln and Cuba, 1985 Referenced in Akarin Sangthong, 2008

1. The educational management approach of the Child Development Center is based on participation in the educational administration of the community from all regions. By focusing on engaging the community to participate in the management of the Child Development Center it focuses on 4 areas which are (1) Participating in making decisions and making plans for policy formulation. (2) Jointly establishing system guidelines for each department. (3) Establishing a community representative committee. (4) Managing the presentation of information.

2. The principle of education management for personnel is to participate in the development the personnel's potential in the community. This consists of 3 steps which are (1) Develop the capacity of teachers and community speakers by arranging training sessions to practice key skills according to the ability and expertise of the personnel's educational development in order to further expand their knowledge. (2) Jointly evaluate their on-going performance. (3) Build morale within the personnel so that their thoughts and feelings have a positive effect on their work.

3. The guidelines for education in the area of building, environment, and safety are focused on cooperative management based on mutual trust. There are 2 steps. (1) Landscape development to divide the area and create a separate garden, activity yard, and parking area. In addition, personnel and members of the community should be invited to participate in setting policies for the development of new buildings and facilities. Community members should be invited to help and support the building projects with materials, equipment and labor in order to maintain the desired landscape and environment of the Child Development Center. (2) Joint security by determining measures to prepare for emergency situations using systematic guidelines for children in emergencies. Security measures include participating in accident prevention, practicing safety training and first aid, as well as hiring a night watchman for the property. Surveying for dangerous areas should also be conducted regularly. Child development centers must have timely contact with parents of children at all times, and the center needs to have emergency numbers for certain government agencies.

4. The guideline for academic management and curriculum activities is to integrate knowledge from the local communities. It consists of 3 steps which are (1) Explore and search for sources of knowledge, especially local knowledge by establishing a local wisdom registration system. (2) Plan integrated activities with teachers that increase knowledge and local wisdom integrated with the activity plan of the Child Development Center. (3) Procure and establish a network of community speakers who can serve as folk philosophers. Establish a registration system for these community members.

5. The educational management approach for community participation and support is based on positive empowerment. There are 5 steps as follows (1) Increase understanding about the operations of the Child Development Center by organizing a meeting or community forum. (2) Welcome participation in giving opinions on projects related to educational management of the Child Development Center. (3) Encourage active participation of community members in activities of the Child Development Center. (4) Create opportunities for empowerment of civil society and communities. (5) Develop leaders in the participation arena. The steps of this

approach have a further goal to have a representative group who are able to help fund the operations of the Child Development Center through various means.

6. The guidelines for education management in promoting networks and early childhood development are based on empowerment from networks outside the Child Development Center. It consists of 4 steps which are (1) Build confidence in the Child Development Center. (2) Establish a parent network and a teacher network, which will help each community have continuous activities and meet operational goals. (3) Promote and support the development of networks in the community. (4) Promote the exchange of information that is beneficial to the community.

Discussions

The research findings and important issues for the Educational Management Guidelines by Using a Community Participation Process for the Child Development Center in Phadungmart Sub-district, Janae district, Narathiwat Province can be discussed as follows:

1. Guidelines for educational management in the Child Development Center

The founding principles and processes focus on decentralization of educational administration by encouraging participation of communities from all sectors. By focusing on engaging the community to participate in the management of the Child Development Center, the community becomes the true owner. Because the Child Development Center is established based on the needs of the community, it is necessary for the community to have joint responsibility for the management of the Child Development Center. The results of the research showed that the participation process is as follows:

1.1 Consider relevant issues, make decisions and plans, determine measures, conditions, and further guidelines in order to set policies to meet the desired objectives or goals. All relevant sectors participate in discussions in order to have a systematic operation.

1.2 Participate in clearly establishing system criteria for each department which includes setting clear criteria to assist in ease of community involvement. The scope of participation should be clearly specified, easy to understand and communicated clearly to the community.

1.3 Establish a community representative committee with the purpose of jointly manage the Child Development Center's operations related to project development plans or activities as needed.

1.4 Present thorough information that can assist participation in receiving information from the community that can help develop the management of the Child Development Center.

These guidelines are consistent with the research of Sombat (1997) in relation to the Child Development processes in Suan Khuan Child Development Center, Phrae Province. The results of that research showed the conditions and important factors in the successful operation of the Child Development Center include community potential, community participation, support from internal and external community organizations, and support from government

agencies. These guidelines are also consistent with the research of Sawatchai (2008) which looked at community participation in managing a child development center in Tonthong Sub-district Administrative Organization, Lamphun Province. The findings of this research were summarized as follows: Most respondents from the community revealed many ways they were aware of or involved in the center's operations, including knowledge about problems in managing the center, awareness of plans for the center's management, a concern for the occurring problems, coordination with others regarding the center's development, and assistance with manual labor and materials needed for the center's development. The community, however, did not participate in being guest lecturers to assist in child development nor did they participate as inspection committee members for the center's materials.

2. Guidelines for educational management in personnel

The principle and processes under these guidelines are to participate in the potential development of the community's personnel. Skills and experience of personnel involved in the center are important to the education and development of the children. The process of developing the potential of the personnel of the community is as follows:

2.1 Develop the potential of teachers and community speakers based on their knowledge and expertise in their professional fields. Special training and skills seminars are used which aim to increase the knowledge and skills needed for personnel to do their work to meet the goals and objectives of the educational management of the Child Development Center. This training is based on the belief that the best method to develop human potential is to enhance knowledge in many areas in order to prepare personnel to perform the duties with expertise in each department of the Child Development Center. Building morale within the personnel also has a positive effect on their work, which in turn also boosts the morale of the children in the Child Development Center. These positive changes result in a better connection with personnel and the surrounding community.

2.2 Joint performance evaluations are done to help with policy planning and to help create clear working guidelines. The evaluations include inspections of project activities. These evaluations lead to the development of the personnel's potential both within the center and within the community. The results of the performance evaluation can be a measure of the efficiency of people who contribute to the center.

These guidelines are consistent with the research of Amat (2009) on Personnel Development in Providing an Integrated Learning Experience at the Child Development Center in Kao Ngio Sub-district Administrative Organization, Phon District, Khon Kaen Province. This research stated that personnel development should be provided by organizing an integrated learning experience using workshop strategies. In addition, internal supervision can help develop personnel to have greater knowledge and a better understanding of how to organize learning experiences and increasing efficiency.

3. Guidelines for educational management in buildings, places, environment and safety

The principles and processes discovered focus on participatory management based on mutual trust. Therefore, the process of community involvement is as follows:

3.1 Landscape development by participating in setting policy for the development of buildings and locations. The community provides assistance and support through materials, equipment, and labor.

3.2 Security co-operation by determining measures to prepare for emergency situations following systematic guidelines for children in emergencies. Participation in accident prevention practices, arranging a nighttime guard duty to explore dangerous areas, and field training first aid are all key aspects of establishing a secure environment. It is also important for the Child Development Center to have a way to immediately contact parents in whenever necessary. The center must also have emergency numbers for government agencies.

These guidelines are consistent with the standards of the Child Development Center (2018), which stated that the areas which are school buildings, sleeping areas, and outdoor play areas must prioritize cleanliness and safety for the development of the children. And the Department of Local Administration (2008) has set standards stating that the location of a child development center should be an appropriate size and in an appropriately safe environment which is conducive to organizing child development activities. In the same way as Chanta (2011) conducted the study of Managing the Child Development Center in Ban Luang Sub-district, Chom Thong District, Chiang Mai Province, the child development center should have an environment that is conducive to child development and is suitable for the general condition of the child development center.

4. Guidelines for academic management and curriculum activities

The important principles and processes discovered in this area involve the integration of knowledge from the community. Integrating learning is an important issue, especially in the current education system. Opportunities should be given to all sectors to participate in the curriculum and activity development plans for young children. The integration used here is both structural and content oriented. That is to say, structural integration includes integration of worker policies and resources providing for joint education. Content integration is the integration of learning in each subject which will be linked to content within the community and locality. An example of this would include inviting villagers with local knowledge to share with the children, covering topics such as local history, religion, or culture. This would allow members of the community to take part in the process of integrating local curriculum.

4.1 Explore the community and search for learning resources for local wisdom. A local wisdom registration can be established.

4.2 Plan integrated activities with teachers by formulating activities that bring knowledge and local wisdom into the activity plans of the Child Development Center.

4.3 Survey community speakers who could act as folk philosophers and prepare a registration of these community members. A network of community speakers could also be established.

These guidelines are consistent with research from Pawabutra (2012) which stated that the Child Development Center should let the community know the goals of the plans and include the participation of the community in the planning of eventx. Communities must jointly use local resources to maximize learning activities. Consistent with the southern border province development strategy implemented from 2017-2019 in Songkhla, Satun, Pattani, Yala, and Narathiwat provinces and the report of the Office of Health Promotion Fund, promoting local administrative organizations to carry out activities of the Child Development Center in the southern border provinces should be consistent and suitable to the context of the area. The activities chosen should create opportunities for people to receive services from the government to have a higher quality of life through creative learning processes which are based on a multicultural society, the goal is to strengthen the family and social institutions contributing to the development of people and the country. At the same time the director of the Civil Development Promotion and Support Division said a "Project that promotes and supports education in the southern border provinces is an activity to support education and quality development of the pilot child development center in which the people in the community jointly design learning activities together. It creates good relationships in the community and teaches beneficial behavior, such as staying away from drugs and having basic career skills in accordance with the sufficiency economy philosophy". This is also applicable to the teacher representatives of the Child Development Center in Ban Ta Sub-district, Muang District, Yala Province who said "The teacher is an important player in promoting learning activities. By organizing learning processes based on daily experience and life skills in accordance with the teaching plan and by involving parents to participate in media production everyone was able to share ideas. This includes asking local leaders to participate in project work. Activities designed by the Child Development Center are intended to create participation of teachers and parents include brainstorming, sharing ideas, listening to suggestions, surveying family situations, and recognizing problems parents may have in child rearing. These activities can help all participants see the importance of situations that affect young children in the area. These guidelines are in accordance with a study by Boonchai and Chomhongphiphat (2015) which looked at an integrated learning process by using local resources. The study found that the model of the integrated learning process consists of 7 steps as follows: (1) Study, analyze courses (2) Analyze local learning resources (3) Determine the method of integration (4) Design an integrated unit of study using local resources as a base (5) Design learning management plans (6) Implement learning management (7) Assess learning. Therefore, integrating knowledge from the community, teachers, and other groups leads to greater potential development of children as well as greater overall confidence in the Child Development Center.

5. Guidelines for educational management in community participation and support

There are several important principles and processes that are used to create positive and empowered communities. These allow the community to become more aware of the educational management of the Child Development Center and have more participation through the following processes:

5.1 Create an understanding of the operations of the Child Development Center by organizing a meeting or community forum.

5.2 Meet together to express opinions and present projects related to education management of the Child Development Center.

5.3 Participate in the activities of the Child Development Center.

5.4 Empower the communities by increasing opportunities.

5.5 Develop leaders in the participation arena. Set up a representative group to promote the operations of the Child Development Center, request budget subsidies from various agencies, and serve as a learning source for community services in various fields.

The importance of the formulation of educational management guidelines can be seen under the National Education Act of 1999 and the 2nd amendment B.E. 2545 which emphasizes that all parts of society are involved in management. Study between educational institutions and communities needs to comply with the needs of the community by mobilizing human resources from the community to participate in educational management. Pawabutr (2012) said that community participation in educational management must find a way for the community to participate in the management of education as much as possible providing opportunities for the community to participate in every process. It builds good relationships with the community. In accordance with Boonma (2008), the development model of community participation in basic education management of small schools found that school administrators and personnel should see the importance of participation. The community should know and understand the roles and responsibilities of participation. In addition, schools and communities must have the potential and ability to search for external academics who are willing and ready to work together. The development process consists of 6 steps which are: Step 1: Building Faith and Opportunity. Step 2: Brainstorming Problem Analysis. Step 3: Joint Planning. Step 4: Implementation of the Plan. Step 5: Evaluation and Improvement. Step 6: Showing Responsibility and sharing the results with the school and the community so that everyone has knowledge and understanding about community participation.

6. Guidelines for educational management in network promotion and early childhood development

The important principles and processes focus on empowerment from networks outside of the Child Development Center. This is another way to create sustainability by encouraging communities to partner with nearby communities in order to provide coordination and support for one another. The research found that the executive Director of Child Development Center should increase the role of community participation by creating a network with the community

and related agencies. The network should include a group of teachers who take care of the children, including sub-groups within the district and nearby district to regularly organize academic exchanges and child development activities. The process is as follows:

6.1 Create confidence in the Child Development Center.

6.2 Establish a network of teachers and parents to allow each community to have on-going activities in line with operational goals.

6.3 Promote network development in the community so that each community can be developed and improved by the learning activities in each area as efficiently as possible. Networks can be expanded to a wider range, allowing more variety and potential benefits.

6.4 Increase the capacity to exchange information that is beneficial to the community. Increasing opportunities for civil society and communities to receive thorough information empowers the community to increase the potential of their bargaining power in the government and other sectors related to the operation of the Child Development Center.

In accordance with Simarak (2010) suggestions, the Child Development Center should increase the role of community involvement and establish a network with communities and related agencies, both inside and outside the organization. This will aid in early childhood development and increase the operational potential of the child development center. In line with research done by Ladlia (2012), database development can further enhance educational management and early childhood development. According to the concept of "peace education" in the three southern border provinces, the sub-district administrative organizations and communities have a major effect on the administration of early childhood education in the three southern border provinces. Database development and creating a network of educational management information will directly affect early childhood development in the three southern border provinces.

Suggestions

Suggestions for applying research results

1. Community context is a key factor in a community participation process in all areas. Therefore, the approach of community participation in educational management of the Child Development Center in this research can be applied to child development centers in different areas. In each case it will be necessary to look at the context, suitability and feasibility of that community.

2. The implementation of the guidelines with the Child Development Center of the communities in the three southern border provinces can be applied in similar contexts. This must be considered according to the reality of the community context and the conditions of the potential of the child development centers in each location.

3. Activities should be organized to promote community participation. By organizing a community forum for the villagers to understand the operation process of the Child Development Center, all participants can work together to determine the direction of the Guidelines for the development of community child development centers.

Suggestions for conducting future research

It is suggested that the success factors of the development of community participation in other areas should be studied further. The community participation process may be successful in developing greater educational management of child development centers in a variety of ways.

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