

Research Article

THE PARTICIPATORY MANAGEMENT SUPPORTING PROCESS OF THE PARENT AND TEACHER GROUP FOR EDUCATIONAL QUALITY DEVELOPMENT OF INTERNATIONAL SCHOOL IN CHIANG MAI PROVINCE

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Pitak Potong^{1*}

¹Faculty of Education, Chiang Mai University, Chiang Mai 50200, Thailand

*Corresponding Author, E-mail: ppotong55@gmail.com

Abstract

This research was to 1) study the current states, problems, needs for development, and success factors of participatory management process of the Parent and Teacher Group for supporting education quality of international schools in Chiang Mai, 2) study the process for facilitating participatory management of the group for developing education quality of good practice international schools in Chiang Mai, 3) develop the process of participatory management of the group, and 4) study the results of using the process. The research found that 1) The current states, problems, needs for development, and success factors in general were at much level, problems in general were at moderate level, and need for development in general was at moderate level and success factors in general were at much level, 2) results of studying the process for enhancing participatory management of parent-teacher group which was good practice reveal that the parent and teacher group had clearly taken part in every step, 3) the process for enhancing participatory management had 5 steps each of which included principle, goals, methods/activities, success indicators and basic success factor of the school and the group, and 4) the process for the participatory management had achieved the goals set. The Parent and Teacher Group participated in the pilot project were satisfied and advantages from the projects.

Keywords: Participatory Management, The Parent and Teacher Group (PTG), Educational Quality Development, International School

Introduction

A success indicator of Thailand's country development is the population having been widely educated with certain quality. They could acquire knowledge and ability and be able to use it for assuring the country's progress. Education is a prime factor to develop people to have knowledge, ability, and quality. Concerning this, National Education Act and The Second Amendment has been mainly concerned with the quality of education (Ministry of Education, 1999, p. 14) This is evident in its Section 6 composed of 5 articles particularly on educational standards and education quality assurance. The Act had specifically prescribed the establishment of the Office for National Education Standards and Quality Assessment to assess education quality of the school. Every school has to carry out the student-centered education quality development. The instruction has to be constantly developed to keep up with the changes of the present world. There is a need to realize the significance of international school utilizing the main principle of participatory management along the intention of the country's educational reform. Education quality development requires cooperation from all the sides concerned as prescribed by National Education Act which is a master law for educational administration and educational provision of the country. To assure participatory educational provision suiting the needs for parents, the international schools in Chiang Mai have conveyed to the Private School Act B.E. 2550 (2007) as amended by No.2 B.E. 2554 (2011). Its Article 30 (Office of the Private Education Commission, 2007, p. 19) requires the school to have a school board consisted of the license holder, school director, school principal, teacher representatives, and 1-3 experts. Article 31, Item 3 authorizes the school board members to provide recommendations for administering and managing the school along the 4 aspects of school administrative principle. Anannawee (2014, p. 57), stated that individual, family, and institution had many roles in mutually providing education. Besides educational provision for the target students along their rights and benefit, it had to be done with quality and standards. Moreover, they had to have roles in taking part in the process to provide education for the children by private sector, local administrative organization, or government. These roles are participating in making decision on education and expressing opinion, and curriculum development.

The Parent and Teacher Association was founded in 1897 in the United States of America and was called "National Congress of Parents and Teachers" Later in the same year, Alice M. Birney and Phoebe A. Hearst had founded the Parent and Teacher Association aiming at building up the collaboration between teachers and parents who had represented the community to provide assistance to the students to solve various problems occurred, improve the school conditions and

open educational opportunity. Members would attend the meeting to discuss the problems and attempt to work together in solving them. The Parent-Teacher Association in Thailand was started in 1954 aiming at pulling together the parents and others in the community having taken part in the school's activities. As the school had to depend solely on the budget from the school, it was not sufficient for the school's educational provision. Later in 1953, Kanchananukroh School, Kanchanaburi Province had begun to realize the advantages of the Parent and Teacher Association and had filed the request for being registered as the first association of that kind in Thailand (Puisuwan, 2013, pp. 78-80)

In 1984, representatives of the Thai Foreign Ministry and the foundation of Church of Christ in Thailand agreed that the formal establishment of an international school in Chiang Mai was a necessary step to achieving the school's legal status. Classes began in September 1985 for Kindergarten to Grade 8 under the new name "Chiang Mai International School" (CMIS). CMIS was the first International School in the north of Thailand and also the school has started the Parent and Teacher Group (PTG) in 1985. (Chiang Mai International School, 2015, p. 4)

International schools in Chiang Mai have opened opportunity for organizing the Parent and Teacher Group to work along the school in providing education aiming at developing education quality for the children. The schools have realized the significant roles of parents and opened opportunity for them to take part in developing education quality of the school. Concerning this, Phomma (2014, p. 68) had regarded participatory management as the management opening opportunity for the concerned individuals and educational personnel to mutually think, decide, and plan to carry out the operation. The process could lead to their commitment and determination in administrating school along participative process to achieve goals and benefits and the mobilization of ideas resulting their mutual acceptance and good interrelationship. Parents could also participate by sitting in the school board.

However, international schools in Chiang Mai have encountered certain problems from opening opportunity for parents participating in developing education quality of the school via the Parent and Teacher Group. This might be because the international schools have students and parents who differ in their nationality, culture, and language. In 2016 academic year, Chiang Mai International School had 349 foreign students counting for 68% of all the students (Chiang Mai International School, 2015, p. 10). Some parents had not realized the significance of joining the parent-teacher group. They did not understand instructional system and the curriculum adopted from abroad. The parents themselves had not sufficiently provided time in following up learning of their children. Moreover, many parents still had problems of communicating in English and lacked knowledge and

understanding on co-existence along cultural diversity of the international schools. Certain parents had not wanted to work together with the Parent and Teacher Group. From all these problems, many parents had lacked good opportunity in mutually developing education quality of their children. Concerning this, Wisaraporn (2001, pp. 4-5) had proposed that in taking part in various activities of the school, the person had to get involved in the operation to carry out the activities. In doing so, the individuals would feel obliged to the organization leading to their roles in helping, supporting, and providing various services such as making decision in the administrative process enhancing their roles in mutually thinking, making decision, providing supports, and offering their action in various matters.

The researcher had studied current states, problems, and factors facilitating the development of participatory management supporting process of the parent and teacher group to develop education quality of international schools in Chiang Mai collaborated by 8 international schools. The study was conducted by utilizing participatory action research along participatory management process coming up in 5 participating steps. These are 1) participation in planning, 2) participation in making decision, 3) participation in administration and management, 4) participation in evaluation, and 5) participation in sharing benefits. The success factors included 6 internal factors of the school, namely, structure and policy, service and products, man, money, materials, and, management, as the guideline for developing participatory management supporting process of parent-teacher group to enhance education quality of international schools in Chiang Mai. The researcher believes that if education provided by the international schools is with good quality and effectively organized, it would yield the good impacts on the learners and enhance education quality of Thailand in general as well.

Research Objectives

1. To study current states, problems, needs and success factors of participatory management process of the parent and teacher group to enhance education quality of international schools in Chiang Mai
2. To study participatory management process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai for good practice school
3. To develop a participatory management process of parent-teacher group for enhancing education quality of international schools in Chiang Mai
4. To study the effect of using participatory management supporting process of the Parent and teacher Group for maintaining the education quality of international schools in Chiang Mai

Research Methodology

The researcher had conducted the research along the following 4 procedural steps:

Step 1 – Studying current states, problems, needs for development, and success factors of participatory management supporting process of parent-teacher group to enhance education quality of international schools in Chiang Mai as follows:

1. On the current conditions, problems of, and needs for development participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, the researcher had studied and synthesized concepts proposed by educators both in Thailand and foreign countries on educational administration before synthesizing the concepts on participatory management basing on the concepts and theories of participatory management. The researcher had studied the meaning and models of participatory management and participatory management supporting process coming up in 5 steps and studied the success factors of participatory management supporting process.

Samples were 160 persons of the Parent and Teacher Group committee members of international schools in Chiang Mai, administrators, teachers, head of department's teachers, and members of school board of international schools in Chiang Mai.

2. The success factors of participatory management supporting process of parent and teacher group for enhancing education quality of international schools in Chiang Mai included the internal factors of school by studying the factors of internal environment directly affecting the operation and being able to be controlled by the management process. These factors are: 1) structure, policy, and operational system of the school, 2) products and service covering effectiveness and quality of educational provision and services, and quality of the students, 3) man covering quantity and quality of the school personnel, 4) money – sufficiency and flexibility in withdrawal from the account and spending and effectiveness of money spending focusing on the products, resource mobilization, and usage, 5) materials – sufficiency and quality of the materials and equipment of the school, and 6) management – participation of the school personnel, authorization, and decentralization in managing the school, public relations, information system, and student admission (Boonyathissathan, 2010, pp.78 -89).

Sample used for the study included the Parent and Teacher Group committee members, school board members, school administrators, teachers and learning strand heads of international schools in Chiang Mai totaling 160 subjects.

Step 2 – Studying the participatory management supporting process of parent-teacher group for maintaining the education quality of international schools with good practice in Chiang Mai along the 5 steps of participatory management supporting process. The sample used for the study included the Parent and Teacher Group committee members, administrators, teachers, learning strand heads, and personnel totalling 14 subjects collecting data along the following steps:

1. Collecting data by observing in the meetings of the Parent and Teacher Group, using questionnaire, and interviewing administrators of international schools with good practice in Chiang Mai.
2. Analysing the results of the study on international schools with good practice in Chiang Mai to find the conclusion.

Step 3 – Developing and validating the participatory management supporting process of the Parent and Teacher Group to enhance education quality of international schools in Chiang Mai collecting data along the following processes:

1. Organizing the workshop to present the data obtained from Step 1 and Step 2 to validate the results of data analysis and develop the participatory management supporting process of parent-teacher group for enhancing education quality of international schools in Chiang Mai. Sample used included administrators of international schools in Chiang Mai deriving the conclusion of participatory management supporting process coming up with principles, goals, methods, activities, and the success indicators.

Sample used included 2 administrators of international schools in Chiang Mai who also served as member of the International Schools Association of Thailand (ISAT) and other members of the Association totaling 12 persons. The instrument used was the questionnaire for expressing opinion (agree/disagree) with the drafted process for maintaining the participatory management.

2. Focus group was held to check the validity and feasibility for administering and managing the participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai.

Sample used included Vice Director, of the Office of Educational Service Area 1, Director of the group to support private schools, Chiang Mai Provincial Education Office, experts, and education academics, representatives of International Schools Association of Thailand and representatives of the Parent and Teacher Group, and administrators of international schools in Chiang Mai, from which a purposive selection of those ten person.

Step 4 – Studying the results of using participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai following the steps as follows:

1. Trying out pilot projects on participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai with international schools in Chiang Mai, namely, Chiang Mai International School for 2 projects -International Day Projects and Latin Night Project, and 1 pilot project at Chiang Mai Montessori International School - Organic Farm Project. Sample used included members of Parents and Teacher Committee (PTC), school administrators, teachers, and nearby community. The 3 pilot projects had achieved the goals and project participants were satisfied at much level.

2. Data were collected via questionnaire, interview, holding the meeting with the Parent and Teacher Group, and participatory observation in the project activities.

3. The assessment on the results of using pilot projects via observing, following up, interviewing, checking the outcomes of pilot project operation, and forums for presenting the operational outcomes of pilot project and project conclusion.

Research Results

The research results had come up along the research procedural steps as follows:

Step 1:

1. Concerning current state of participatory management, it was found that the participatory management process of the parent and teacher group for enhancing education quality of international schools in Chiang Mai in aspect of participation in planning was at high level, sharing benefits, participation in administration, and participation in planning.

2. Concerning problems in general, it was found that the problems on participatory management process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, in the aspect of participation in planning was at moderate level. When ranked by mean score, participation in evaluating had the highest mean participation in decision making and participation in administration.

3. Concerning the needs for development, it was found that, in general, the needs for participation in planning was at moderate level. When ranking by mean scores, needs for participation in planning came first followed by needs for participation in making decision, needs for participation in administration, and needs for participation in evaluating.

4. Concerning success factors of participatory management process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, it was found that in general all success factors were at high level. When considering by factor, the factor with highest mean was factor of administration and products including personnel followed by structure and policy of the school.

Step 2: Participatory management supporting process of good practice of international schools in Chiang Mai. For Chiang Mai International School (CMIS) which was with good practice, the Teacher and Parent Group had taken part in setting up the operational plan of the projects/activities for the whole academic year.

1. The operational plan of the Teacher and Parent Group was obtained from the forum to mobilize ideas and mutually set up the plan among members to reach and enhance the education quality of the school.

2. Meanwhile, participation in making decision had followed the guideline from operating the projects/activities in the past academic year. The process could identify the needs and prioritize them.

3. Participation in administration and management of the Parent and Teacher Group had followed the operational plan set along the projects/activities on which they had taken part in the planning session.

4. Participation in the operation that followed would assure the operation succeeded as set in the plan.

5. There was the participation in evaluation both in evaluating the operational outcomes of the Parent and Teacher Group and the opportunity in taking part in evaluating the outcome of the operation in educational provision and school administration.

6. Participation in sharing benefits both directly and indirectly to enhance education quality of international schools in Chiang Mai, and benefit of the children and their effort to do.

Step 3: Concerning developing participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, it was found that participatory management supporting process in general was composed on the following parts:

Principle

1. All of stakeholders participated in planning for enhancing education quality of international schools in Chiang Mai along the operational guideline.

2. Assuring the steps of decision making along the priority of project/activity.
3. Operational steps resulting the participatory management of the Parent and Teacher Group in convenient, quick, and effective ways.
4. The Parent and Teacher Group had held on to the principle of participatory evaluation to carry out the evaluation.
5. The Parent and Teacher Group also opened for sharing benefit directly and indirectly from the participation in enhancing education quality along the participatory management assuring the education quality maintenance to achieve objectives and goals.

Goals

1. The Parent and teacher group as well as the concerned individuals are to participate along the 5 steps of the principle of participatory management for enhancing education quality of international schools in Chiang Mai.
2. There would be an operational guideline along the 5 steps of the principle of participatory management for following up the plans for maintaining the education quality.
3. There would be some guidelines for operating the activities in appropriate, correct, and effective ways including following up the education quality enhancement.

Methods/Activities

1. The Parent and Teacher Group should invite the concerned individuals to take part in the meeting to set up the operational guideline of the group.
2. Setting up the guideline for enhancing education quality and take part along the 5 steps of participatory management to enhance education quality of the international schools in Chiang Mai along the projects/activities of the Parent and Teacher Group.

Success Indicator

The Parent and Teacher Group and the concerned individuals had participated in operating the projects/activities along every step of operational guideline with monitoring and following up to assure the best effectiveness along 5 steps of participatory management process to enhance education quality of international schools in Chiang Mai.

Step 3: Results of validating participatory management supporting process by experts revealed that its validity, feasibility, and utility for the school administrators are at much to most levels.

Step 4: Results of using participatory management process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai by trying out the 3 pilot projects,

namely, 1) International Day Project, 2) Organic Farm Project, and, 3) Latin Night Project, reveal the success along the goals set and the individuals involved in the Project having been satisfied with the operational outcomes of the project and the benefits gained from participating in the project.

Discussion

In carrying out research on participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, the researcher had found many issues to be discussed as follows:

1. From reviewing current conditions, problems, needs for development, and success promoting factors along the participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai, it was found that every aspect had current condition of practice at much level. The participation in sharing benefit was found to have been practiced at most level. Similar finding was found by Sotthibandhu et al. (2008, p. 106) who found out that the organization's policy facilitating participatory management and reflecting the organization's determination to do things for the public by taking part in sharing the benefit and being responsible in issuing rules and regulations for the operation. The next one was the participation in managing the operation.

2. Concerning the problems, it was found that, in general, the problems are at moderate level. Participation in administering the operation was the most problematic. Similarly, Kaewdang (1999, pp. 277–278) had mentioned the participation of parents, community, and academics who had right and duty in providing education. The school should distribute responsibility to parents to help encourage the Parent and Teacher Group in every school to have roles in providing cooperation in academic and student activity opening for its members to express opinion in the parent meeting and via their representative sitting in the school board. It is a method to open opportunity for parents and community to have more participation in educational provision of the school.

3. The need for development in general was at moderate level with the participation in planning having the highest needs for development. Likewise, Dissong (2006, p. 45) had proposed that an effective administrative process could be possible requiring at least 4 steps of administrative process, namely, 1) reviewing the conditions, problems, and needs, 2) planning, 3) operating along the plan, and, 4) evaluating. The next one was the participation in making decision. Meanwhile, in studying the participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools with good practice in Chiang Mai, it was found that the Parent

and Teacher Group had part in setting up the operational plan for the project/activity, meeting to mobilize opinions, and planning with the school. The parents and community had participated in administrating school in form of opinion expression, recommendation for increasing effectiveness in the administration such as the expressing opinion in the parent meeting and expressing their opinion via the questionnaire to use the information to set up the goals. Similarly, Haack (2007, p. 35) had proposed that parents could participate in developing learning of the children after the school opening opportunity for them to join partnership of the school and take part in enhancing capacity of students leading to higher education quality. There have been many researches indicating benefits of the parent's active participation in enabling children to achieve the educational achievement and learn about life in many aspects. Government of many countries had assigned schools of every level to promote, facilitate, and open opportunity for parents to seriously take part in developing the children to the point of being a part of the school in providing education for the students.

The results of the participatory management supporting process of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai reveal that in the process of decision making, parent-teacher group and the concerned individuals should take part in providing recommendation, information, and ideas for the decision making for enhancing education quality of international schools. Likewise, Sukarochana et al. (2018, p. 229) had contended that in developing the participatory management model for facilitating the student's learning, parents should have been involved in as partnership of the school. Participation of family and community could make difference in academic outcome as well as non-academic outcomes on the students themselves. Such success could enhance the school administrator's willingness to support the project opening for participation of parents.

Projects and activities of the Parent and Teacher Group had set up operational plans along the priority of them including using the operational method that was relevant to the concept of participatory management that was effective for enhancing education quality. Similar points were also made by Epstein (1987, pp. 119 -136) who suggested that the main feature of participatory management was decision making which was done by leader of various organizations such as parent-teacher group, local leaders and teachers. The participation could help facilitate the collaboration with the community by leading it to provide support to the school and students. On the other hand, it could also lead school to help the community. Concerning participation in benefit sharing, it was found that parent-teacher group had encouraged its members and the concerned individuals to take part by providing

recommendations, information, or comments on process of sharing benefits gained from the operation along projects and activities of the Parent and Teacher Group along the rules and regulations on benefit sharing both directly and indirectly among individuals, communities, and societal organizations. The Parent and Teacher Group had taken part in enhancing effectiveness, financial management, including budget reimbursement and spending and effectiveness of financial management to facilitate the enhancement of education quality of international schools. Concerning participation, Alastair (1982, pp. 17-18) had explained that participatory management was composed of participation in making decision of what to do and how via participation and sacrifice to carry out the development having been decided in including sharing the benefits gained from the collective operation.

Results of Using Participatory Management Supporting Process of the Parent and Teacher Group for Enhancing Education Quality of International Schools in Chiang Mai

Project 1 - International Day: The Parent and Teacher Group had taken part in planning and setting up the readiness of the projects and activities having been organized at most level. The Parent and Teacher Group had participated in sharing benefits both directly and indirectly and donating income in supporting the activities of international schools at most level. It was also found that there were more than 60% of parents participating in the projects and activities. Wisalaporn (2011, pp. 3-4) contended that participatory management was the process of working together to help and support an agency. It was the participation in planning, thinking, and solving problem the involvement of administrative process to help and contribute.

Project 2 - Organic Farm: Concerning participation in making decision, it was found that parent-teacher group had received the opportunity in making decision on the problems along the projects and activities having been set up and participation in making decision on the work having been appointed. Similar contention was also made by Naveekarn (2002, p. 95) who said that decision making on planning was the decision making to what coming up first before the operation. The decision making was to identify types and amount of resources needed – personnel, money, space, equipment, etc. including the decision making in setting up structure of the agency, relationship, and communication network. The Parent and Teacher Group should take part in following up and evaluating the problems, obstacles, and achievement of the of projects and activities having been set at most level. It was also found that more than 90% of administrators, teachers, students, and personnel were interested in bringing the produces back home to cook as they had seen the value

and benefits for health of the family. This might be because the activities of this project had interested the project participants as socio-economic trend of the present time has focused on healthy food.

Project 3 - Latin Night: It was found that parent-teacher group had taken part in setting the goals along the projects and activities having been set in operating along the plan and coordinating with the concerned individuals at most level. The participation was also in working together to earn incomes from the projects and activities having been set and taking part in searching for and donating income for supporting the activities of international schools at most level along the goals set. This was congruent to the conception of Haack (2007, p. 12) who contended that there were many ways that parents can be involved in their children's schooling. A multidimensional typology of parental involvement, including a wide variety of parent behaviors, is important to fully characterize the activities and interactions that parents engage in at school and outside of school.

Recommendations

1. Recommendations Basing on the study results

1.1 The Parent and Teacher Group of every international school in Chiang Mai ought to intensively study the 5 steps of participatory management supporting process and seriously implement them to yield benefits for enhancing education quality of the children.

1.2 The Parent and Teacher Group and PTG network ought to be set up in Chiang Mai for mutually enhancing education quality of the children via the network and creating the guideline for administering and managing PTG by putting the 5 steps of participatory management into practice along the participation of all the concerned sides increasing and comprehensively.

1.3 The Parent and Teacher Group of every international schools in Chiang Mai which have succeeded in implementing the participatory management process ought to publicize the principle and methods of implementing the process to the point of success via International Schools Association of Thailand to benefit all the international schools in Thailand.

2. Recommendations for further research

2.1 There shall be the research to be conducted further for developing the process for promoting the participatory management of the Parent and Teacher Group for enhancing education quality of international schools in Chiang Mai in relevant to the cultural diversity.

2.2 There shall be some researches to top up the process to promote participatory management for enhancing education quality of international schools in Chiang Mai by coordinating with and asking for collaboration of international schools in Thailand and/or ASEAN countries to realize

the differing participatory management process and yield benefits for managing the parent-teacher group for enhancing education quality.

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