

## **Innovation of Curriculum for School under Samut Prakan Primary Educational Service Area Office 1**

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### **Abstract**

This research aims to study the condition of problems and solutions for the innovations in educational curricula administration of schools under the Samut Prakan Primary Educational Service Area Office 1 and to study the situation in using innovations and the problems of innovation in educational curricula administration. by using mixed method research. The research data obtained from the sample group includes 520 namely 230 educational institution administrators and 290 teachers. The tools used are questionnaires, and statistical analysis such as mean and standard deviation to find the solutions for the innovation in school curricula administration, with the data obtained from interviews with administrators and teachers using interview form. Data analysis is implemented using content analysis.

The results reveal that: 1) The overall situation in using innovations in curriculum management in educational institutions is at a high. ( $\bar{x} = 4.17$ , S.D. = 0.59) It is found that all aspects are at a high level including curricular management implementation, supervision, monitoring and evaluation, and summary of operating results and the improvement of curriculum management development 2) The overall problem in implementing innovation in curriculum management is at a high. ( $\bar{x} = 4.44$ , S.D. = 0.58) It is found that the aspect at the highest level is the improvement and development of curriculum management. The aspects with a high level include implementing curriculum management, supervision, monitoring and evaluation, and summary of operating results. 3) For solutions in implementing innovation in educational curricula administration, it is found that (1) Curriculum administration should enable teachers to participate (2) Supervision, monitoring and evaluation should create knowledge in supervision (3) Conclusion of the operating results should find weak points to be improved to develop the curriculum and (4) In the improvement of course administration development, opinions should be applied to make substantial changes.

**Keywords:** School Curriculum Administration, School Curriculum, School

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## Introduction

Education is essential to improving the quality of human life. It enables humans to develop themselves to knowledgeable, being able to apply knowledge to their development and to live in the society happily. The National Education Act B.E. 2542, Section 6, states that education management must be implemented in order to develop Thai people to have complete human beings, physically, mentally, intellectually, having knowledge and morals including ethics and the culture of living in coexist with others happily (Gazette. 1999:3) Therefore, the processes in education management must aim at the same goal.

An educational establishment is an organization responsible for human development as expected by society. Determining the body of knowledge that contributed to successful human development requires planning and guidelines for human development. As such, the curriculum of an educational institution is an important role model for making teaching and learning management in education, being able to respond to the needs of learners, and a practical guideline for teachers in educational institutions to adhere to as a principal in the management of education for learners. Education is a tool to develop people's quality. How much quality people have would depend mainly on the quality of education management. Educational management must have clear goals.

School curriculum administration is, therefore, an important mission in applying innovations for the effective curriculum management to learners, which must depend on good standardized innovation and curriculum management that is consistent with the context of the educational institution. Applying innovation in curriculum management will help support education management so that students can be successful in managing education as well. Innovation in curriculum management for educational institutions is therefore an important element in the development of curriculum. It is a process of bringing the concepts and theories of knowledge to be applied in defining the goals, purposes, and outcomes of the course. Therefore, innovation in curriculum management is important for school ad-

ministrators, and teachers at all levels must focus and work together for the successful implementation of the course.

Therefore, school administrators and teachers should pay attention to innovation in educational curriculum management at the primary level which is considered as educational management that lays the foundation of education for learners in further education at a higher level by considering the results of primary education learners from the results of Ordinary National Educational Test (O-NET) at a basic level. From the Action Plan of the Fiscal Year 2022 of the Samut Prakan Primary Educational Service Area Office 1, it is found that the results of the Ordinary National Educational Test (O-NET) at primary school grade 6 level, the average score of all subjects is 39.56. And when classifying the results of the Ordinary National Educational Test (O-NET) of Grade 6 level into subjects, it is found that the average for Thai subject is 55.32; Mathematics is 27.47; Science is 37.10. English is 38.37 (Samut Prakan Primary Educational Service Area Office, District 1. 2022: 5). Following the above-average scores, it indicated that the course administration is not as successful as it should be.

Therefore, the researcher is interested in studying the innovation of school curriculum management in schools under the Samut Prakan Primary Educational Service Area Office 1 as a guideline for studying the situations of school curriculum management innovations, problems of innovation in school curriculum management and solutions for innovations in school curriculum management for further use in planning for the development of educational institution curriculum.

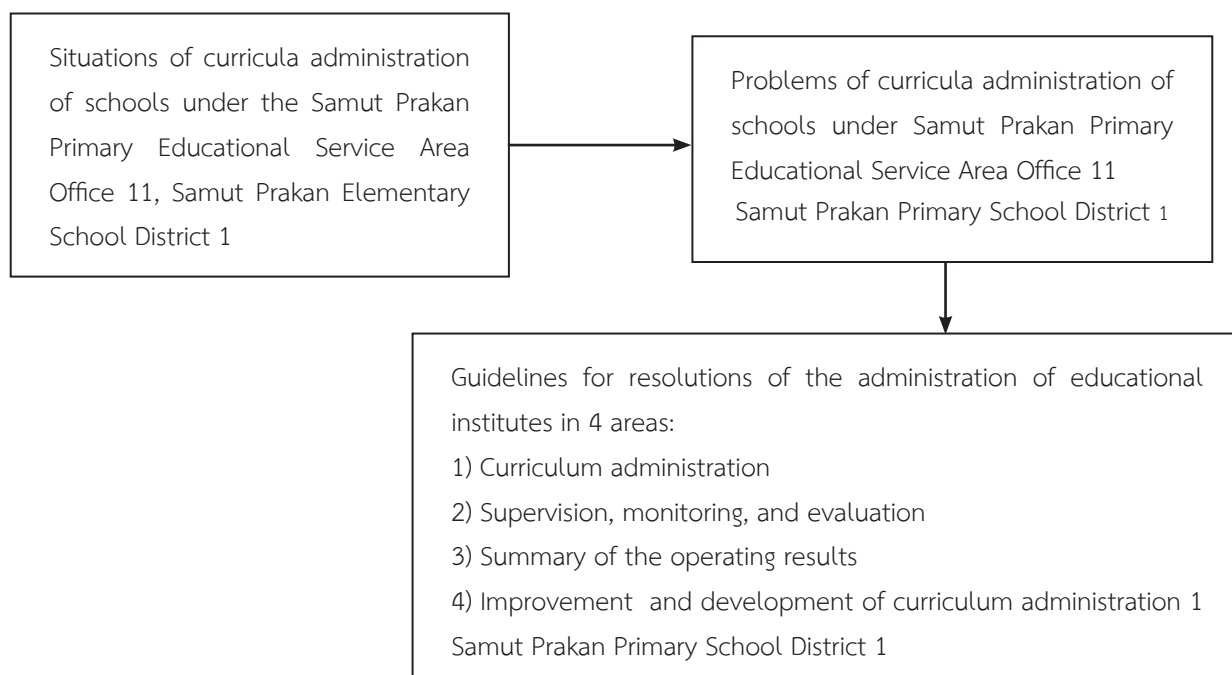
## Research Objectives

1. To study the situations of innovation in curriculum management for schools under the Samut Prakan Primary Educational Service Area Office 1
2. To study the problem of innovation in curriculum management for schools under the Samut Prakan Primary Educational Service Area Office 1
3. To find solutions for innovations in curricula administration of schools under the Samut Prakan Primary Educational Service Area Office 1

## Conceptual Framework of Research

This research is to study innovation in educational curriculum management of schools under the Samut Prakan Elementary Education Service Area Office 1 with 4 aspects of curriculum administration as follows: 1) Curriculum Administration; 2) Supervision, monitoring, and evaluation 3) Summary of the operation results 4) The improvement and development of curricular

administration which is derived from the synthesis of concepts of the academics (Theeradej Ruenkaew and Chuchee Phutthaprasert 2019: 136; Marut Phattaphol 2019: 15; Anan Thuannao 2020: 26; Kasama Chanawong. 2021: 38-39; Supanee Chamnansri and Suwimol Tangprasert 2021: 144) and then applied to create a research conceptual framework as shown in Figure 1.



**Figure 1.** Conceptual Framework of Research

## Research Methodology

Research on innovation in curriculum management of schools under affiliated schools Samut Prakan Primary Educational Service Area Office 1 uses a mixed method research process by conducting research as follows:

### 1. Population, sample and target groups

1.1 Population includes 1,859 school administrators and teachers in schools under the Samut Prakan Primary Educational Service Area Office 1, (Office of Basic Education Management Monitoring and Evaluation. 2021: Online)

1.2 The sample group includes 520, namely 230 educational institution administrators and 290 teachers in schools under Samut Prakan Primary Educational Service Area Office 1, obtained by cluster sampling (Doreen Said Pace. 2021: 8).

1.3 Key Informants include 10 administrators of educational institutions and teachers (5 school administrators and 5 teachers) from schools under the Samut Prakan Primary Educational Service Area Office 1 who have at least 10 years of experience related to the curriculum administration of educational institutions as informants on the guidelines for the school curriculum administration. The data is obtained by purposive sampling (Doreen Said Pace. 2021:3)

### 2. Research Tools

2.1 Questionnaire, the researcher created a questionnaire comprising the following 2 parts:

Part 1 Personal data of the respondents using a checklist which includes the personal information of the respondents such as gender, age, length of service, school size, and work experience

Part 2 Innovation in educational institution curriculum management. It is a questionnaire using a rating scale, divided into 5 levels, consisting of 4 areas: 1) Curriculum administration 2) Supervision, monitoring, and evaluation 3) Summary of operating results, and 4) Improvements in curriculum management. The questionnaire is examined by 5 experts by analyzing the Index of Item Objective Congruence (IOC) with an index value between 0.80 to 1.00 and applied for trial with the administrators of educational institutions and teachers in schools under the Samut Prakan Primary Educational Service Area Office 2 who are not in the sample group. Then the whole questionnaire is analyzed for reliability having a value of 0.98

Part 3 Problems of innovation in school curriculum management It is a questionnaire using a rating scale, divided into 5 levels, consisting of 4 areas: 1) Curriculum administration 2) Supervision, monitoring, and evaluation 3) Summary of operating results, and 4) Improvements in curriculum management. The questionnaire is examined by 5 experts by analyzing the Index of Item Objective Congruence (IOC) with an index value between 0.80 to 1.00 and applied for trial with the administrators of educational institutions and teachers in schools under the Samut Prakan Primary Educational Service Area Office 2 who are not in the sample group. Then the whole questionnaire is analyzed for reliability having a value of 0.95

2.2 Interview form to find solutions for the innovation in educational curricula administration. The interview form is a Structured In-depth Interview which is a planned interview, prepared with a series of questions. And the method of interviewing is systematic in a step-by-step manner with prior arrangements having formal interviews conducted under the same rules or standards. The lowest average values from the questionnaire of the educational institution curriculum administration in each aspect are obtained to create interview issues in the following 4 areas: 1) Curriculum

administration 2) Supervision, monitoring, and evaluation 3) Summary of the operating results 4) Improvements in curriculum management. The questionnaire is examined by 5 experts by analyzing the Index of Item Objective Congruence (IOC) with an index value between 0.80 to 1.00

### 3. Data Collection

3.1 Researcher coordinates with the sample group to request permission for data collection through the online system following the measures in the prevention of corona virus disease 2019 (COVID-19)

3.2 Researcher submits a questionnaire via online system to the sample group using an instant application. The researcher created a chat group in an instant application and submits the questionnaire online to the sample group for responding to the questionnaire. And it is found that the sample group answers the questionnaire completely according to the specified number

3.3 Researcher utilizes the data obtained from the questionnaire to prepare for statistical analysis and then uses the data with the lowest average in each aspect to create questions for Structured In-depth Interviews to further find guidelines for school curriculum administration.

3.4 Researcher makes an appointment with the target group by interviewing via instant application following the measures in the prevention of corona virus disease 2019 (COVID-19)

### 4. Data Analysis

4.1 To study situations of innovation in educational curricula administration, the researcher applies a statistical data analysis software package to find the mean ( $\bar{x}$ ) and standard deviation (S.D.) values.

4.2 To find out problems of innovation in curriculum management in educational institutions, the researcher applies a statistical data analysis software package to find the mean ( $\bar{x}$ ) and standard deviation (S.D.) values.

4.3 To find solutions for innovation in educational curricula administration, the researcher analyzes the data using a qualitative research method through an Analytic Induction procedure. The data are compiled and classified systematically and then used to interpret

the relationships and make conclusions from the information obtained. This is done together with data collection to study various issues in depth. Once any analyzed issue is found unclear, it will be followed up to collect further information so as to answer the main question according to research objectives while qualitative data is analyzed to find the relationships, and theoretical

correlations and then written and composed into an essay format.

### Summary

1. In the study of the situations of innovation in educational curricula administration with 520 respondents, the information obtained is shown in Table 1.

**Table 1.** Situations of innovation in educational curricula administration

Situations of innovation in educational curricula administration	$\bar{x}$	S.D.	Interpretation
1. Curriculum administration	4.22	0.64	high
2. Supervision, monitoring, evaluation	4.00	0.80	high
3. Summary of the operating results	4.13	0.78	high
4. Improvements in curriculum management	4.26	0.67	high
<b>Total</b>	<b>4.17</b>	<b>0.59</b>	<b>high</b>

According to Table 1, it is found that the overall situation of innovations in curriculum management is at a high level ( $\bar{x} = 4.17$ , S.D. = 0.59). When considering each aspect, it is found that all aspects are at a high level; supervision ( $\bar{x} = 4.22$ , S.D. = 0.64), monitoring and evaluation ( $\bar{x} = 4.00$ , S.D. = 0.80), operation result summary ( $\bar{x} = 4.13$ , S.D. = 0.78) and curriculum improvement

( $\bar{x} = 4.26$ , S.D. = 0.67) The aspect with the highest average is the curriculum improvement and the aspect with the lowest mean is supervision, monitoring and evaluation.

2. In the study of the problems of innovation in educational curricula administration with 520 respondents, the information obtained is shown in Table 2.

**Table 2.** Problems of innovation in educational curricula administration

Problems of innovation in educational curricula administration	$\bar{x}$	S.D.	Interpretation
1. Curriculum administration	4.44	0.57	high
2. Supervision, monitoring, evaluation	4.40	0.69	high
3. Summary of the operating results	4.45	0.66	high
4. Improvements in curriculum management	4.50	0.57	highest
<b>Total</b>	<b>4.44</b>	<b>0.58</b>	<b>high</b>

According to Table 2, it is found that the overall problem of curriculum management innovation is at a high level. When considering each aspect, it is found that most aspects are at a high level ( $\bar{x} = 4.44$ , S.D. = 0.58); curriculum administration ( $\bar{x} = 4.44$ , S.D. = 0.57),

supervision, monitoring and evaluation ( $\bar{x} = 4.40$ , S.D. = 0.69) operation result summary ( $\bar{x} = 4.45$ , S.D. = 0.66). Only one aspect having the highest level and the highest average, is the improvement of curriculum management ( $\bar{x} = 4.50$ ), S.D. = 0.57). And the aspect with the

lowest mean is supervision, monitoring, and evaluation.

3. For solutions for innovation in educational curricula administration, it is found that 1) For curriculum administration, a solution is to involve school teachers in the implementation of curriculum administration where teachers participate in the curricular administration process from start to finish including operation planning, the appointment of the work order, and meetings to classify the scope of duties and responsibilities in the operation 2) For supervision, monitoring and evaluation, a solution is to create awareness, knowledge, and understanding in the process of curriculum administration in educational institutions and allow teachers the opportunity to express their opinions and suggestions for the supervision and evaluation. The timeline of supervision and monitoring should be planned. Concerned parties should be informed for supervision and monitoring so as to prepare concretely 3) For the summary of operation results, a solution is that the summary of operation results obtained from documents and related parties should be analyzed to find strengths and weak points to be improved for the development of the curriculum of institutions. Operation summary should be acquired from the actual operations rather than from documented conclusions while empirical data should be used to report the actual conclusions and 4) For the improvement of curricula administration, a solution is to apply opinions from all sectors such as administrators, teachers, students, parents, communities, stakeholders, etc., which may be obtained in the form of meetings, responses to questionnaires, and discussions, to improve and develop including to make some changes that once inappropriate for the administration of educational institutions, for example, the use of wasteful office equipment resources which requires reduction of use by using information technology to manipulate instead and to improve the curriculum management of educational institutions in a concrete manner

## Discussion

1. In this study, overall situation of innovation in curriculum management of educational institutions is at a high level. This may be because the curriculum

administration has clearly defined roles and duties as specified by the Ministry of Education while the school administrators and teachers have the knowledge and understanding about curriculum management, thus enabling school curriculum administration to continue following the key points of educational institutions and basic education core curricula, B.E. 2551. And the curriculum administration is also consistent with the context of educational management that meets the needs of learners by considering the development according to the age of learners and the teaching and learning management which is consistent with the announcement of the Office of the Basic Education Commission (2018:online) that the educational institutions can administer the school curriculum according to the school's key points and following the aptitude and ability of the learners. And it is also in line with the research of Pornthip Buaphet, Maliwan Yotharak, and Boonlert Weerapornkan (2020:520) who researched the curriculum management model for the development of English language teaching in educational institutions under the Office of Primary Education Service Areas. Nakhon Si Thammarat District 1 The results indicate that in the current situation of curriculum administration, most educational institutions have administered the curriculum following the curriculum structure with a learner-centered focus including extra-curricular activities in accordance with basic educational standards

2. In this study, the overall problem of innovation in curriculum management is at a high level. This may be because the executives have many administrative tasks. And teachers have to handle a lot of tasks both teaching and other non-teaching tasks. As a result, administrators and teachers lack planning for curriculum administration, lack knowledge and understanding, and lack dedication to participate in school curriculum administration. In addition, the mission of administration of the educational institution curriculum is discrete, resulting in unclear practices while administrators and teachers may understand that it is a role that must be performed in each academic year as determined by the Ministry of Education only. This results in the problem in lacking efficiency of curriculum management in the



institutions which is in line with the concept of Marut Pattaphol (2018:16) In conclusion, the curriculum administration should have a clear systematic preparation before the implementation in all aspects of the course to use the institution's curriculum effectively and efficiently to achieve the stated objectives. And it is consistent with the research of Teeradet Ruankaew and Chuchee Putthaprasert (2019:130-131) who study guidelines for the development of educational curricula at Omkoi Wittayakom School, Chiang Mai Province. The results show that curriculum administration in educational institutions encounters problems such as a shortage of personnel with knowledge and understanding of the curriculum including the issues of implementation at a class level, support issues, and problems in quality supervision at the school level.

3. For solutions for innovations in educational curricula administration, it is found that 1) In curriculum management operation, a solution is to involve school teachers in the implementation of curriculum administration where teachers participate in the curricular administration process from start to finish 2) In supervision, monitoring and evaluation, a solution is to create awareness, knowledge, and understanding in the process of curriculum administration in educational institutions and provide teachers the opportunity to express their opinions and suggestions for supervision and evaluation 3) In summary of the operating results, a solution is to analyze the summary of the project to find strengths and weak points to be improved for the development of the curriculum of institutions and 4) In the improvement of curriculum management development, a solution, is to apply opinions from all sectors should be used to improve and develop, including some changes once inappropriate for the administration of educational institutions, and improve the curriculum management of educational institutions in a concrete manner. This may be due to implementing school curriculum administration, it is necessary for school personnel to participate in the management. In addition, the administration of educational institutions must be conducted following several requirements under the Ministry of Education (2021, online) to make the

school curriculum up-to-date, being able to respond to learner development in the changing context. Therefore, the approach to curricula management focuses on personnel from all sectors in the school and outside the school to participate in the administration of the curriculum. As a result, the amendment of the school curriculum administration will become effective leading to the development of the quality of learners in the school as well. This is in line with the concept of the Ministry of Education (2021, online) In conclusion, the improvements and amendments to the school curriculum administration, the curriculum, and the learning process should be modernized and can keep up with the changes of the world in the century 21 by focusing on managing a variety of learning based on the competencies of the learner primarily and develop learners to achieve the desired competencies and aim to develop learners at all levels to have knowledge, skills, and attributes appropriate to the Thai social context. In addition, management should be independent and flexible following the decentralization of administration and management of education. And this is in line with the research of Anan Thuennau (2020: 26) which studies guidelines for educational curricula management of primary schools under the Office of Primary Educational Service Areas, Nonthaburi District 1. The research results show that guidelines for curriculum management in educational institutions should be researched, improved, and evaluated on the curriculum implementation. The results of the school curriculum evaluation should be applied to improve and develop learning management, clearly defining learner competency, following the established plans with the supervision, monitoring, and evaluation of the course implementation and the needs of personnel, students, parents, and communities must be studied.

## Suggestions

### 1. Suggestions for applying the research results

1.1 The research results suggest that the situation of innovation in curriculum management in educational institutions with the lowest average includes supervision, monitoring, and evaluation. Therefore,

administrators or related persons should develop and change in supervision, monitoring, and evaluation of curriculum management to be better by taking concrete actions to make those involved in the curriculum administration of institutions understand and contribute to the development of effective school curriculum administration.

1.2 According to the results, it is found that the problem of innovation in curricula administration, the aspect with the highest average is the improvement of curriculum administration indicating that most of the problem is found in this aspect. As such, executives or related parties should focus and verify if there is any problem in the administration of the school curriculum related to this aspect. Once a problem is found, then find a solution to solve or reduce the problem that may arise.

1.3 According to the results, it is found that the approach to resolving the innovations of curricula ad-

ministration will focus on the participation of teachers in almost all aspects of the school. Executives or related parties should therefore create knowledge and understanding including planning concrete practices in school curriculum services so that the participating teachers can understand and be able to participate in the implementation correctly.

## 2. Suggestions for future research

Further research should be conducted to study innovations in the curriculum administration of primary schools in other areas or to research educational curriculums at the secondary level. In addition, research should be conducted in a variety of research models to reveal information that can be used to benefit the development of educational curriculum management. The research processes that should be used in future research, there are, such as Research and Development, Action Research/Participatory Action Research (PAR), mixed method research, etc.

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