

**MANAGEMENT STRATEGIES OF SCHOOLS
UNDER THE SAINT GABRIEL'S
FOUNDATION OF THAILAND TO ENHANCE
SUSTAINABLE ENVIRONMENTAL
DEVELOPMENT**

Sakda Sakonthawat¹

Chayapim Usaho²

Pruet Siribanpitak³

Abstract: This study was conducted in descriptive research approach. It aimed to study the authentic state and the desirable state, analyze strengths, weaknesses, opportunities and threats and develop management strategies of 15 schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development. The participants comprised of the 75 school administrators, 350 teachers, 388 parents, 373 students and 11 experts. The instruments used in this study were the questionnaire and the strategic evaluation form of feasibility and appropriateness. The data were analyzed by frequency, percentage, average, standard deviation, PNI Modifier and content analysis.

The research findings could be summarized as follows: The authentic state of school management in terms of the overall and each aspect was practiced at a moderate level covering implementation, evaluation, and planning respectively. The desirable state of school management was at the highest level the overall and each aspect covering evaluation, implementation, and planning respectively. The strengths and opportunities of school management revealed every aspect of developing the quality of the environment. Strengths and threats appeared in planning related to fostering environmental awareness as well as planning and implementation of preserving environment. The rest was weakness and threat. The appropriateness and feasibility of school management strategies comprised of three main strategies: reform planning, enhance the monitoring and evaluation, and improve the paradigm shift of implementation. In addition, there were 12 sub-strategies, 55 directions and 41 key success targets.

Keywords: School Management Strategies, School Management under the Saint Gabriel's Foundation of Thailand, Sustainable Environmental Development

Background and Significance of Study

At present, all countries are forcing the environmental crisis problems because they focus on the economics rather than other factors (Dhammapitoka, 2000). On the other hand, such evidence comes from human consuming overload and releasing waste to destroy the environment (Siribunpitak, 2010). According to the mentioned evident it will lead to global warming, climate change and unbalancing of ecology systems. Due to the unbalance of ecology and natural disasters increasing continuously, many organizations both international and domestic attempt to solve crisis problems by presenting through plans such as Agenda21 (OLSP, 1996), the Eleventh National Economic and Social Development Plan (National Economic and Social Development Committee, 2011). In addition, concepts have been presented such as sustainable environmental development, three pillars of sustainable environmental development (UNESCO, 1997), indicators such as sustainable environmental development by OLSP (1996), UN (2007), through evaluation criteria of environment by Pollution Control Department, Ministry of Natural Resources and Environment of Thailand (2012), ISO environmental management system standards (2010), legislations such as constitution legislation (Office of the Constitution Court, 2007), National Environmental Quality Act B.E. 1992 (Ministry of Natural Resources and Environment of Thailand, 2009). Although there are some attempts to solve the environmental problems, the problems have still increased continuously. Therefore, it is necessary to find the ways to survive in terms of education approach, voluntary approach, policy approach and economic approach. The research finding revealed that the schools used the four approaches to solve the environmental problems only little, especially participation. However, the Saint Gabriel's Foundation (FSG, 2009) realized that members are the ones who make problems and are affected by environmental crisis. Furthermore, the FSG applied the sustainable environmental development concept to fulfill in goals and core values of the strategic plan.

¹ Ph.D. Candidate in Education Administration, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand
sakonthawat@hotmail.com

² Ph.D., Assistant Professor, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand

³ Ph.D., Professor, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand

However, its strategic plan has still lacked environmental strategy. Later, the Brother of

Saint Gabriel's (BSG, 2011) organized the 3rd World Assembly at Rome, Italy and set the policy for 15 provinces in 32 countries to revise the educational development policy and merge sustainable environmental development into the policy including finding new creative ways e.g. reform structures, stipulate as a policy or strategic plan. As mentioned above, the research problem is indicated as "How much effectiveness of management through concepts and principles do schools under FSG has covering sustainable environmental development? What strategies should be done to attain the goal?"

Therefore, it is necessary to conduct the research in order to develop schools, teachers, students and stakeholders to enhance sustainable environmental development in the school which is a part of the country and the world.

The Purpose of the Study

1. To study the authentic state and the desirable state of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development.

2. To analyze strengths, weaknesses, opportunities and threats of management of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development.

3. To develop management strategies of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development.

The Conceptual Framework of the Study

According to the studies and research reviews related to Management Strategies of Schools under the Saint Gabriel's Foundation of Thailand to enhance Sustainable Environmental Development, researchers synthesize the conceptual framework for research as follows: (view on Figure 1 on next page)

Review of the Related Literature

In studying the management strategies of schools to enhance sustainable environmental development, the researchers studied and reviewed the following relevant documents:

1. Management strategies of Schools under the Saint Gabriel's Foundation of Thailand
2. Educational management to enhance sustainable environmental development
3. Development of management strategies
4. Relevant researches

Research Methodology

The overall process is focused as follows: (view on Figure 2 on the page after next)

Results, Discussions and Suggestions

1) Desirable state was higher than authentic state in terms of planning, implementation and evaluation.

2) Both overall and each aspect of authentic state revealed at the moderate level. It shows that the schools under the Saint Gabriel's Foundation of Thailand did not give enough interest, importance and participation of sustainable environmental development.

3) Both overall and each aspect of desirable state of school management were at the highest level. It shows that the school personnel expected the schools to reach the highest level. It displayed a good opportunity to drive the environmental development seriously, continuously and sustainably. According to the research findings, the following suggestions should be done: a) The Commission on Education of the Saint Gabriel's Foundation of Thailand should develop school directors who are the key leaders to account for the importance of sustainable environmental development. b) The school directors should stipulate the concept of sustainable environmental development in visions, missions and goals. Furthermore, the school directors who are transformational leaders should act as the leaders to drive and implement all strategies with effectiveness and efficiency to schools, teachers, students and stakeholders. c) The school directors should note to the importance of effective for training for teachers continuously and seriously in order that the teachers will be able to develop the students' characteristics to enhance sustainable development and take responsibility for the environment.

4) The authentic state of management for fostering environmental awareness which is the main responsibility and the key of the environmental development was at the moderate level including planning, implementation and evaluation. It shows that the jobs related to curriculum, teaching and learning, and evaluation and assessment of the schools under the Saint Gabriel's Foundation of Thailand have not still managed to develop enough the fostering environmental awareness. The suggestions should be done as follows: a) Curriculum should design and improve the curriculum in accordance with the direction of sustainable environmental development. b) Teaching and Learning should develop the teachers related to lesson planning, teaching and learning management and teaching materials, and give more importance to learning than teaching. In addition, integration lesson plans should be carried out and the teachers should promote the students to analyze and solve real life problems including foster of the students to be aware the environmental problems and how to solve these environmental problems. Thus, it will be in

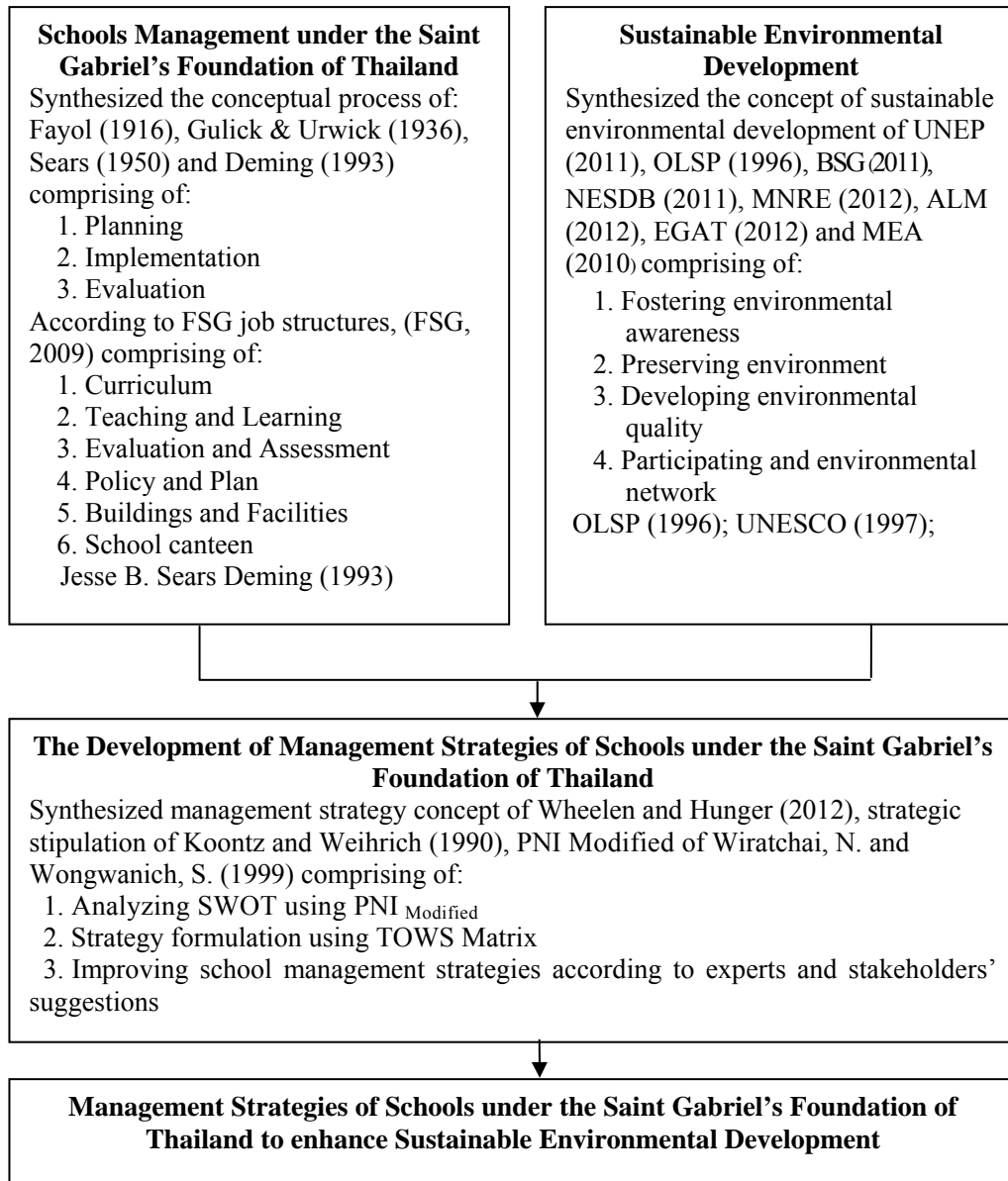


Figure 1: The Conceptual Framework of Management Strategies of Schools under the Saint Gabriel's Foundation of Thailand to Enhance Sustainable Environmental Development

accordance to the concept "Learning should be done to solve the social problems, change the social issues and develop the social issues". c) The Evaluation and Assessment should change the methods of evaluation and assessment by using various kinds of instruments and considering the environmental outcomes.

5) The finding of the research revealed that planning was at the lowest level both the authentic state and desirable state, and was the priority needs index. Therefore, Policy and Plan should reform school planning systematically and covering all processes.

6) The overall of school management of the Saint Gabriel's Foundation of Thailand relating to participation and environmental network was the

weakness and was the most priority needs index of all components. It shows that the six main jobs had not given importance and focused enough on participation and environmental networks. The suggestions should be as follows: a) Management strategies focusing on participation should be applied to the school management enhancing sustainable environmental development and cover all process by the school directors. b) School policy and planning be related to participating and environmental networks as a holistic process. Moreover, the directors should promote and support the teachers and stakeholders to be aware of the importance and advantages of participation in environmental network.

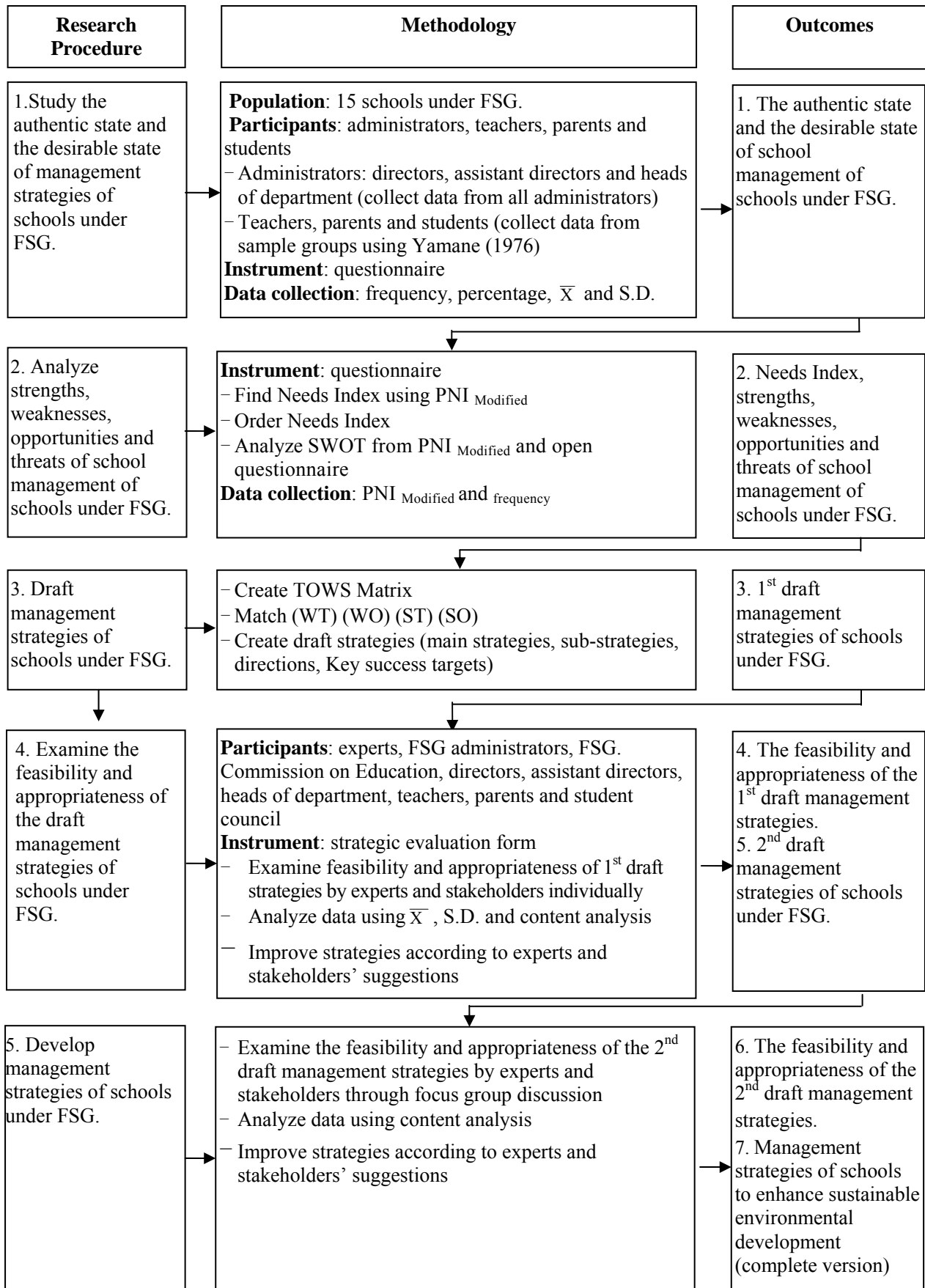


Figure 2: Research Methodology Procedure Results, Discussions and Suggestions

7) The finding related to overall of school management of the Saint Gabriel's Foundation of Thailand to develop environment showed that it was the first strengths and opportunities of all components. This finding indicated that school management of the Saint Gabriel's Foundation of Thailand has given more importance about environmental management than developing personnel and lead them to participate and be involved in environmental networks. Therefore, school management of the Saint Gabriel's Foundation of Thailand should give more importance of personnel development and developing the personnel to be the actual environmental network to work in tandem with environmental management strategies.

8) School management strategies of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development comprise of three main strategies, twelve sub-strategies, fifty-five directions and forty-one key success targets. The strategies and Needs Index are ordered in the following figure: (view on Figure 3 on the next page)

Several issues of school management strategies of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development are discussed and suggested as follows: Main strategy 1: Reform planning for sustainable environmental development. This strategy is WT, conducting by eliminating the weakness. The administrators, teachers, students, parents, community, government and private sectors should participate more in planning in order that planning can enforce change. Sub-strategy 1.3 Design knowledge management about the environment systematically. This sub-strategy is SO, using opportunities to develop strengths through knowledge management system and life-long learning. Sub-strategy 2.2 R & D the evaluation of environmental preservation in order to remain for the next generation. This sub-strategy is SO, using the development of standards by eliminating weaknesses such as the students perform themselves less about the preserving of the natural resources and perform 3R. A crisis can be changed to opportunity by the Educational Standard Section as follows: the Saint Gabriel's Foundation of Thailand conducts R&D of the environmental standards of the Saint Gabriel's Foundation of Thailand. Moreover, the Educational Standards Section will evaluate each school annually. The Educational Quality Insurance should organize the system of environmental insurance both internal and external audit. The internal audit should be done by monitoring according to the calendar and report in SAR and be evaluated by the Educational Standards Section, the Educational Commission of the Saint Gabriel's Foundation of

Thailand. External audit should be done by inviting the external or private sector organizations related to the environment to evaluate the effectiveness of management. Sub-strategy 2.3 Improve the evaluation form to foster environmental awareness. This sub-strategy is WO, using the opportunities to eliminate weaknesses. It should be done by changing the evaluation and assessment system with various kinds of instruments. In addition, students' attitudes, values and performances related to the environmental awareness should be focused in order to evaluate sustainable change. Main Strategy 3: Improve the paradigm shift in the implementation of sustainable environmental development. Sub-strategy 3.1 Enhance the participation and environmental network. This strategy is WT, eliminate weaknesses and using threats. Examples of implementation include developing school to be environmental best practice school, develop teachers and students to be skilled in environmental best practice, develop the quality of environmental networks and conduct MOU with new environmental networks. Sub-strategy 3.2 Foster moralities, fulfill intelligence, fighting against crisis and being the environmental friendly. This sub-strategy is WO, using the opportunities to eliminate weaknesses. The examples of implementations are using morality and religious principles to develop students' spirit of reducing consumption and reducing the release of waste to destroy the environment, developing and fostering teachers continuously to enhance the focus on the students' skills, change the teaching and learning process, using IT to produce teaching materials for problem solving processes to fulfill intelligence and be environmental friendly. Sub-strategy 3.3 Enhance the culture of environmental preservation. This sub-strategy is SO. It focuses on the development of the schools organizational culture and develop students' sustainable value which will be deep-rooted consciousness all their lives.

Although the school management strategies of schools under the Saint Gabriel's Foundation of Thailand to enhance sustainable environmental development were obvious, it focused on the school internally. Implementation has been separated amongst curriculum, teaching and learning, evaluation and assessment, policy and plan, buildings and facilities and school canteen. The following suggestions should be done: the educational administration should be implemented as a holistic process. Sustainable development should be contained in the school goals and the six departments should participate to consider, make decisions and merge responsibilities to each other. Thus, it will be the same direction, going forward. The strategy should be done by dividing main responsible persons and co-responsible persons.

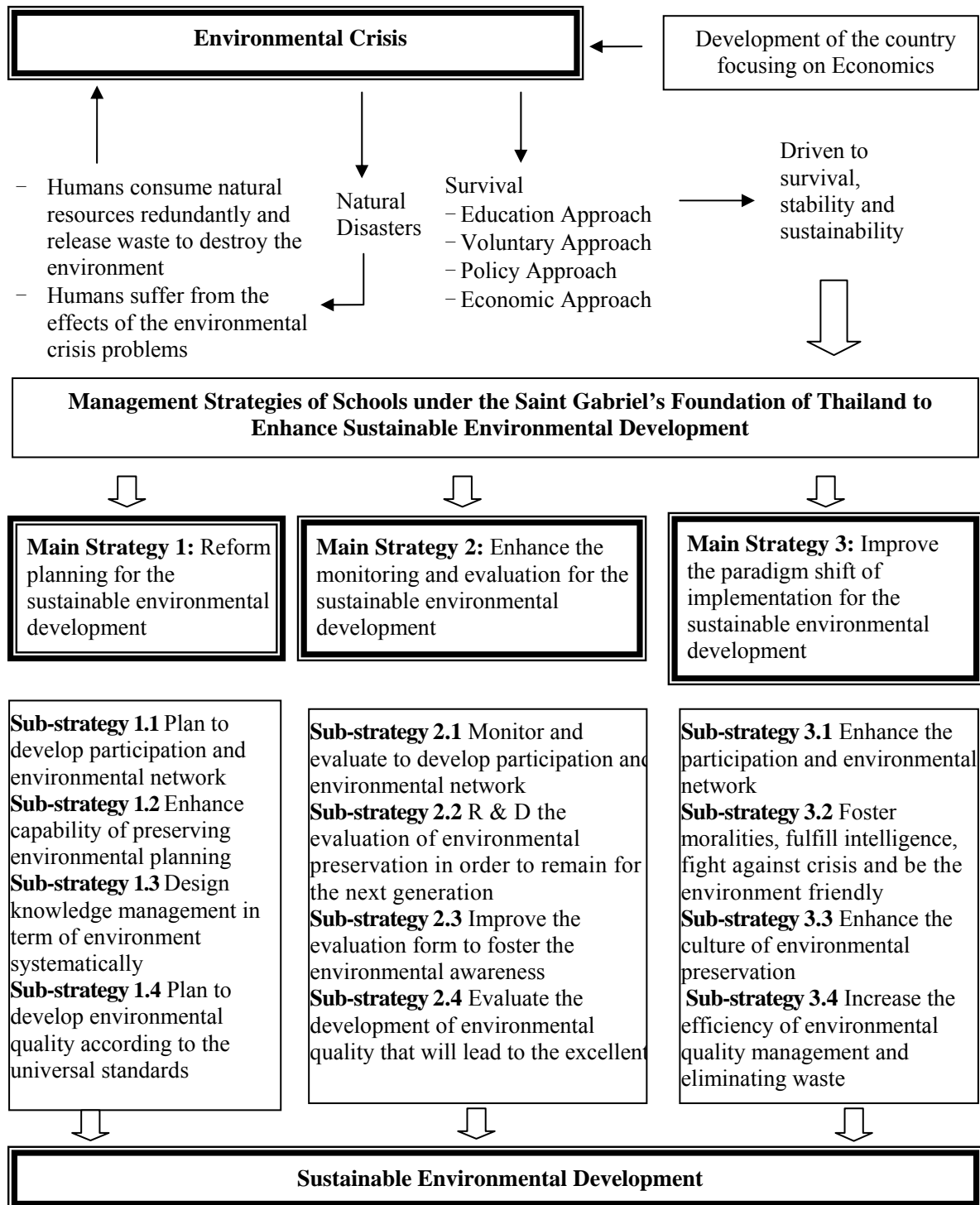


Figure 3: Management Strategies of Schools under the Saint Gabriel's Foundation of Thailand to Enhance Sustainable Environmental Development

The finding of management strategies could reflect the effectiveness within various perspectives of BSG such as the uniqueness, total education comprising of physical, intellectual, emotional, social and spiritual dimensions. Furthermore, it also responds to the policy related to sustainable environmental development of the Headquarter of

Brothers of Saint Gabriel in Rome, Italy and its manifest could be found in Sub-strategy 3.2. The other issues could be discussed in terms of participation and environmental network which are found in Sub-strategy: 1.1, 2.1 and 3.1. Obviously, the school management to enhance participation and environmental network is appeared only in a local but

it does not appear in global according to the environmental policy of the Headquarter of Brothers of Saint Gabriel.

Suggestions for the Implementation of Strategies

These following issues of the implementation of strategies should be done as priority:

1) The school should set the goals using FSG sustainable environmental development standards and specify standards, key performance indicators and standard evaluation criteria in all plans and projects. Furthermore, it should specify the responsibilities of main responsible job and co- responsible job.

2) The school should conduct the further research and development oneself in order to be an environmental best practice schools, best practice teachers and best practice students.

3) The school should develop the effectiveness related to sustainable environmental development by participating in the environmental networks or the environmental evaluation organizations. The examples of those networks and organizations are: Environmental Creative School by Honda Motors Ltd., Green School Project by Electricity Generating Authority of Thailand, the Energy Best Practice School by the Metropolitan Electricity Authority, School Network by Thailand Chevron Thailand, Exploration and Production Co. Ltd., etc.

4) The school should design the system of knowledge management and conducive to life-long learning. Moreover, the school should invite experts related to curriculum and environment to supervise regularly and continuously.

5) The school should design landscapes and the environmental management system by considering the concept of environmental preservation. In addition, the school should provide experts to supervise, analyze, and organize and advice about the usage of electricity, air-conditioner, water, elevators, garbage, waste water etc.

Recommendation for Further Research

According to the findings and discussions, the further researches could be done in order to obtain the goal of sustainable environmental development in the following topics:

- Management strategies for administrators to enhance sustainable environmental development
- Participatory management model to enhance sustainable environmental development
- School model to enhance sustainable environmental development
- Knowledge management to enhance sustainable environmental development

- School management strategies using religious principles to enhance sustainable environmental development

References

- ASIAN Honda Motors Ltd., Company (2012). *Environmental Standard Criteria for Honorable Environmental Creative School*. Retrieved February 03, 2012 from: <http://www.hondagreenschool.com>.
- Brothers of Saint Gabriel. (2011). *Working Document towards the 31st General Chapter*. Italy: Roma Publication.
- Deming, W. E. (1993). *The New Economics*. Cambridge, MA: MIT Press.
- Fayol, H. *Five Functions of Management*. (1916). Retrieved August 07, 2011 from: <http://www.provenmodels.com/3>.
- Gulick, L. and Urwick, L. Paper on the Science of Administration (1936). *Notes on the Theory of Organization*. New York: Institute of Public Administration.
- International Standards Organization-ISO (2010). *About ISO*. Retrieved February 25, 2012 from <http://www.iso.org/iso/about.htm>.
- Koontz, H. and Weihrich, H. (1990). *Essentials of Managements*. 5th ed. Singapore: McGraw-Hill.
- Metropolitan Electricity Authority (2010). *Grading questionnaire of implementation of water preservation in the school*. Bangkok: Metropolitan Electricity Authority.
- Electricity Generating Authority of Thailand (2012). *A Manual for School aiming to Green School*. Bangkok: Division of Public Relation, Department of Communication, Electricity Generating Authority of Thailand.
- Ministry of Natural Resources and Environment (2009). *Pollution Control Department, Inspection and Enforcement Division*. National Environmental Quality Act B. E. 1992, 4th Ed, Bangkok: Ministry of Natural Resources and Environment 2009. (copy)
- Ministry of Natural Resources and Environment (2012). The Office of Policy and Plan of Natural Resources and environment. *Natural Resources and Environment Quality Plan B.E. 2012-2016*. Bangkok: Ministry of Natural Resources and Environment.
- National Economics and Social Development Committee (2011). Office, *The Eleventh National Economic and Social Development Plan B.E. 2012-2016*. Bangkok: The Office of National Economic and Social Development Committee.

- Ontario Learning for Sustainability Partnership (OLSP) (1996). *Learning for Sustainability: Essential Outcomes and Classroom Learning Strategies*. Toronto: OLSP.
- Phra Dhammapitaka (Payutto) (2000). *Sustainable Development*. Bangkok: Foundation of Komol Keamthong.
- Sears, J.B. (1950). *The Nature of the Administrative Process*. New York: McGraw Hill.
- Siribunphitak, P. (2010). *Educational Management to Sustainable Development. Basic Education of economics, social and Environment*. Bangkok: Thaisumphun.
- St. Gabriel's Foundation of Thailand, Foundation (2009). *Strategic Plan of Saint Gabriel's Foundation of Thailand, phase 6 (B.E. 2010-2015)*. Bangkok: Plan Printing Ltd..
- The Office of Constitutional Court (2007). *Constitution of the Kingdom of Thailand. B.E. 2007*. Retrieved February 25, 2012 from: <http://www.ombudsman.go.th/10/documents/law/pdf>.
- UNEP. (2011). *Keeping Track of Our Changing Environment: From Rio to Rio+20 (1992-2012)*. Kenya: United Nations Environment Programme.
- UNESCO. (1997). *Education for a Sustainable Future: A Trans disciplinary Vision for Concerted Action*. Paris: UNESCO.
- UNESCO. (2007). *UN Decade of Education for Sustainable Development*. Retrieved February 25, 2012 from: <http://unesdoc.unesco.org/images/0015/001540/154093e.pdf>.
- Wheelen, T. L. and Hunger D. J. (2012). *Strategic Management and Business Policy*. 13th ed. Upper Saddle River, NJ: Pearson.
- Wirachai, N. & Wongwanich, S. (1999). *A synthesis of research in education using meta-analysis and content analysis*. Bangkok: Foundation of Komol Keamthong.