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An Exploration of Integrated Management Factors for Small-Sized Secondary Schools in Northeast of Thailand

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Abstract

This study explores the factors that influence integrated management from the experts' perspective and assesses the related needs of practitioners for each factor. A total of five experts and 406 practitioners encompassing directors and teachers from small-sized secondary schools in the north-eastern region of Thailand, using purposive and stratified random sampling techniques respectively. A mixed-mode research design was employed, namely in-depth interviews and an online need assessment survey. A set of eight interview questions and a 19-items questionnaire were the instruments. The qualitative findings revealed that there are five factors of integrated management identified by the five experts, namely shared vision, flexible structure, management by integration team, cooperative coaching and mentoring, and change leadership. For each identified factor, the researchers evaluated the importance of the factor for integrated management and determined the associated needs from 406 practitioners' perspectives. Finally, the researchers conclude with recommendations for practitioners to enhance integrated management.

Keywords: *Cooperative Coaching and Mentoring; Integrated Management; Management by Integration Team; Need Assessment; Small-sized Secondary Schools.*

Introduction

School leadership and management are extremely important for small-sized schools because effective school management provides structure and guidance for the overall functioning of the educational institution. Therefore, educational management is crucial for small-sized schools as it assists in providing a quality education that meets the needs of students, teachers, and the local community (Balcita & Palaoag, 2020). Integrated management in secondary school management is defined as the coordination of various aspects of the school operation, including academic, administrative, and support functions, to ensure that all organizational members are working towards a common goal (Usman, 2016).

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This is further supported by Balcita and Palaoag (2020) explained that integration management involves coordinating and aligning all aspects of school management to achieve a common goal. In short, integration management requires the involvement of all stakeholders, such as school directors, teachers, students, parents, and the broader community.

According to Phumphongkhochasorn et al. (2020), Thailand's National Educational Standards include all types of educational management encompasses early childhood education, basic education, vocational education, higher education, systematic education, non-formal education, and informal education mainly to provide desirable factors of quality education for Thai citizens. In this line of reasoning, the goal and objectives of an educational institution, particularly small-sized secondary schools, can only be achieved by putting in place certain mechanisms to ensure the success of such educational institutions. Usman (2016) emphasized the importance of adequate delivery of resources, maximum utilization, and appropriate management of educational resources to avoid wastages and improve the quality of the teaching and learning process in the academic environment to promote integration management. As reported by Phumphongkhochasorn et al. (2020), integration management needs parts of the integral pre-requisite to be put in place towards the actualization of the educational goal and objectives.

Generally, school directors in small-sized schools in Thailand are facing various problems in terms of resource management, curriculum development, staff development, student support, and community engagement. Thus, it is crucial for small-sized school directors to coordinate and align various processes, systems, and stakeholders to achieve school organizational goals (Lathapipat & Sondergaard, 2016). Owing to the limited resources of small-sized schools, effective resource management is necessary to ensure that these resources are utilized optimally. This includes managing the budget, staff, facilities, and equipment. Besides, school directors have to assist in designing and implementing a national curriculum that is suitable for the students. This involves ensuring that the curriculum meets the needs of the students, is aligned with the school's objectives, and is relevant to the local Thai context based on the national curriculum (Lathapipat & Sondergaard, 2016).

In addition, small-sized schools usually have limited teaching staff because the quantity of teachers is allocated according to the total number of students. Therefore, educational management is crucial in providing professional development opportunities for teachers to enhance their skills and knowledge. This, in turn, improves the quality of education provided to the students. School directors of small-sized schools play an essential role in ensuring that students under their administration receive adequate support in terms of counseling, academic guidance, and special education services if required. Even though these types of support may be needed for only a few students. This helps in addressing the individual needs of students, and ensuring their overall well-being as they deserve to have the same opportunities as other sizes school students. Small-sized schools in the north-eastern region of Thailand are in rural areas. Normally, school directors are closely connected to the local community, and they can help in fostering positive relationships with the community. For example, parents and community members are often involved in school activities and decision-making processes (Lathapipat & Sondergaard, 2016).

Literature Review and Research Aims

Banabakova et al. (2018) found that there are need for integrated management to be implemented in small-sized schools. This is because integrated management can assist school directors to coordinate academic programs so that the academic programs are aligned with the school's mission and goals. They concluded that integration management can confirm that there is an alignment between curriculum, teaching methods, and assessment practices across subject areas. Besides, resource management such as staffing, facilities, and finances in a coordinated and efficient manner can be managed using integrated management. Integrated

management can ease in optimization of the use of resources, avoiding duplication of efforts, and ensuring the resources are used to support the school's objectives (Banabakova et al., 2018).

Chotmon et al. (2021) indicated the importance of integrated management to ensure that students receive adequate support in terms of counseling, academic guidance, and other support services. Moreover, integrated management can help school directors in addressing the individual needs of students and ensure their overall well-being. In addition, Penick (2014) emphasized that integrated management can foster positive relationships with parents and the local community. This involves parents and community members in school activities and decision-making processes, and promoting community partnerships that support the school's mission and goals. Data management was found to be an essential need in integrated management because integrated management can help in collecting, analyzing, and using data to inform decision-making. This includes data related to student achievement, teacher performance, and school operations, which can ease in identifying areas for improvement and making informed decisions about resource allocation (Rouse, 2017).

Importantly, although previous studies indicated preliminary evidence about the need for integrated management, in the present study, the researchers would like to explore the factors of integrated management in small-sized secondary schools in the northeast region of Thailand. Nevertheless, this study is necessary to conduct in order to ensure that the school directors can work in these factors toward a common goal, resulting in a high-quality education for students, and a well-managed school that effectively serves its community. On top of that, the literature reviews also proved that school directors can promote a culture of collaboration, innovation, and continuous improvement that ultimately benefits students and the broader community. To this aim, the researchers adopted an explorational approach, which to the best of our knowledge has never been considered before.

After the researchers identified the factors of integrated management for school directors in small-sized schools, a need assessment was conducted to measure the gap between current and desirable needs for each factor of integrated management. Specifically, a need assessment is a systematic process used to determine and address needs, or gaps between current conditions and desirable conditions, as emphasized by Beran (2015). It is essential for researchers to measure the discrepancy gap of each factor for integrated management appropriately in order to promote integrated management, and ultimately build the foundation and serve as inputs for better and innovative educational management (Beran, 2015).

Materials and Methods

Study design

A mixed-mode study design that includes both in-depth interviews and surveys was employed. There are several potential rationales for employing the mixed-mode study design. In the first phase, in-depth interviews allowed the researchers to explore factors of integrated management in-depth with experts. In the second phase, a survey was conducted to allow researchers to collect data from a larger sample size of sample size to study their needs assessment. The researchers could complement the qualitative and quantitative study design's strengths and weaknesses to provide a more comprehensive understanding of the factors and needs of integrated management by employing the mixed-mode study design (Gay et al., 2009).

Furthermore, the researchers could increase the validity of our findings by using multiple data sources for triangulation purposes. This means that the qualitative findings from in-depth interviews to determine the factors of integrated management would be triangulated with the quantitative survey findings, then the researchers could be more confident in their conclusions. On top of that, the researchers could reach the

efficiency of this study. This is because in-depth interviews can be time-consuming and costly, therefore only five experts are involved but they provide rich and detailed data. On the other hand, the researchers conducted a survey to a larger sample size (406 respondents) in a shorter amount of time and at a lower cost. The researchers combined the two qualitative and quantitative methods could provide the benefits of both while minimizing the downsides (Gay et al., 2009). The researchers had the flexibility to tailor these two methods depending on the two study questions and adjusted these two methods to identify the factors and needs gap accordingly.

Population and samples

The researchers employed purposive sampling which is a non-random sampling technique to select a total of five experts who are the most relevant participants in order to achieve our research aim. In the case of selecting the five experts, purposive sampling was found to be the most effective way to ensure that the interviews could provide high-quality and relevant information to explore integration management factors for small-sized schools in northeast Thailand. For this reason, purposive sampling worked best because these experts must have a lot of background information about integration management and its related factors. The more information the experts have, the higher the quality of our samples (Nikolopoulou, December 1, 2022).

Before selecting the experts, the researchers clearly defined research aims to identify the specific expertise to ensure the right experts would be selected. This was followed by identifying potential experts by looking for individuals who have published research on integration management, who are recognized as experts in the educational administration field, and who also have experience working in the area of interest (Gay et al., 2009). After identifying the potential experts, the researchers screened them to make sure that they meet the criteria for the study. There were three criteria taken into account, namely their expertise, relevant experience, and their willingness to participate in the study. In this line of reasoning, the participants are educational administrators who have knowledge of integration management and working experience in small-sized secondary schools.

In the second phase, the researchers used stratified random sampling in which the population was divided into two subgroups, namely school administrators and teachers, and random samples were taken from each subgroup in proportion to its size (Cochran, 1977). A total of 435 small-sized secondary schools in the north-eastern region of Thailand. Then, the researchers used Krejcie and Morgan's (1970) formula to determine the sample size needed as 203 small-sized schools with 406 respondents with a specified level of confidence as 95% and a certain margin of error of 0.05. The formula is: $n = N / (1 + Ne^2)$ [n is the sample size; N is the population size, e is the margin of error, and the symbol Ne^2 means N multiplied by e to the power of 2]. Based on the sample size needed, the researchers decided to select one school administrator (school director or deputy director) and one teacher from each study school.

Research instruments

A qualitative research method using in-depth interviews with the five experts was utilized to gather rich and detailed data on the factors that contribute to integration management. Before conducting in-depth interviews, the researchers developed a set of eight interview questions. These eight interview questions could guide the five experts during the interviews. After the researchers developed the interview guide, a pilot test was conducted with only three participants to make sure the interview questions are clear and relevant. This has proceeded with the preparation of a comfortable and private space with the necessary recording equipment for the interviews.

A quantitative research method uses a questionnaire as a need assessment to gather data. The need assessment of integrated management in terms of the five factors, namely shared vision, flexible structure, management by integration team, cooperative coaching and mentoring, and change leadership. The questionnaire consisted of 19 items assessing the needs of the five factors for integrated management. The needs assessment was managed in the Thai language so that the respondents were able to understand all the items. Section A of the questionnaire was designed to collect the demographic background of the respondents, comprising four items, namely their gender, age, highest academic qualification, and working experience. Section B to F was the needs assessment specifically designed to investigate the needs of respondents in terms of five factors in the integrated management as three items for each factor, giving a total of 15 items.

Data collection and data analysis

The researchers began the interview by explaining the aim of the research and obtaining informed consent from the participants. The interviews started with broad, open-ended questions and then moved on to more specific questions. Meanwhile, the participants were allowed to guide the conversation and the researchers asked follow-up questions in order to clarify or expand on their responses. All the interview data were recorded, and the researchers took detailed notes too. After conducting the five cycles of interviews, the researchers transcribed the recordings and organized the data systematically. Data were analyzed by coding and categorizing the responses. Moreover, the researchers also looked for patterns and themes that emerged from the data using the content analysis method. The content analysis method was used as it could make systematic, objective, and quantitative descriptions of content (Luo, December 5, 2022). Finally, the researchers wrote up the findings of the research, including direct quotes from the participants to illustrate key points. The researchers interpreted the findings in light of the research aim and relevant literature.

On the other hand, an online questionnaire was conducted on 406 respondents involving careful planning, design, administration, and analysis to obtain valid and reliable findings that could inform decision-making. Firstly, the researchers selected Google Forms as an appropriate online platform to make sure that the platform could provide the necessary features of this study, such as customizable questions, skip logic, and data export options. Secondly, the researchers developed a questionnaire that includes four open-ended questions about demographic background and 15 closed-ended questions according to the five factors with 15 indicators proposed by the five experts from the first phase, using the Google Forms online platform. In order to make sure that the items are clear, concise, and easy to understand, the researchers conducted a pilot study to test their reliability. The reliability value of this online questionnaire with a 5-level rating scale was 0.992 thus it was found reliable and good to use.

The researchers used content analysis to analyze the interview data that was obtained from the first phase. The first step in content analysis is to transcribe the interview data into text format. After transcribing the data, the researchers read through the transcript a few times to become familiar with the content and identified any themes or patterns that emerged. Then the researchers used a set of codes to identify the content of the interviews. This coding process involves identifying the relevant code for each piece of data and recording it. Once all the interview data has been coded, the researchers analyzed the data by examining the frequency and distribution of the codes. This was done using the NVivo software program (McNiff, November 2016) that could automatically analyze and visualize the data. Finally, the researchers interpreted the findings of the content analysis by examining the relationships between the codes and identifying any patterns or themes that emerged.

The second phase of quantitative data was analyzed using Participatory Needs Assessment (PNI) modification calculation. The PNI is a participatory approach to conducting needs assessment that involves the active participation of community members in identifying their own needs and priorities. Therefore, PNI modification calculation was used in this study to assess the gap of need assessment between the current condition compared with the desired condition. The indication of the need assessment factors is based on the PNI value of at least .30, the need factors are more crucial when their number is higher than .30. The obtained data commands the effective approaches needed for the integrated management as follows: $PNI_{\text{modified}} = (1-D)/D$.

Findings and Discussion

This study was conducted in two phases, with the first phase consisting of in-depth interviews with five experts in the field of integrated management in small-sized secondary schools. The researchers asked them about their experiences and perspectives on integrated management, and the researchers used their insights to develop a set of hypotheses about what factors are important for successful implementation. In the first phase, the major aim of the in-depth interview with the five experts was to explore the identification of factors of integration management in managing small-sized secondary schools in the north-eastern region of Thailand. Through this process, the researchers organized the interview findings in a way that best suits the aim of exploring factors of integrated management. In the second phase, the researchers aimed to conduct a need assessment to gain a deeper understanding of school directors' and teachers' needs for each identified factor and to identify the factors where the researchers could improve in order to promote integrated management.

First phase: In-depth interview findings

The in-depth interviews with five experts identified five key factors that contribute to the successful implementation of integrated management. These factors are shared vision, flexible structure, management by integration team, cooperative coaching and mentoring, and change leadership. The five experts were identified as E1 to E5.

Shared vision

The findings revealed that a shared vision is an essential factor of integration management and is defined as a collective understanding and agreement among all stakeholders about the future direction and purpose of the school. The experts emphasized the importance of the shared vision factor because it provides a clear roadmap for all activities and decision-making processes within the school. The impacts of the shared vision factor on integrated management are found such as clarity of purpose, stakeholder buy-in, strategic decision-making, and resource allocation. The followings are the verbatim interview records to support the importance of the shared vision factor of integrated management in small-sized schools:

“I would say that a shared vision provides a clear understanding of the school’s purpose, which assists stakeholders to align their actions and decision-making processes towards achieving the common goal of the school.” (E1)

“The key benefit of a shared vision is stakeholder buy-in. In general, a shared vision involves all stakeholders in the development process, which increases their sense of ownership and commitment to the school’s goals and objectives.” (E2)

“In my view, a shared vision helps school directors to make strategic decisions that are aligned with the school’s long-term goals and objectives.” (E3)

“Small-sized schools usually have limited resources. A shared vision helps to allocate resources effectively, ensuring that resources are directed towards achieving the school’s goals and objectives.” (E4)

The findings revealed that shared vision is one of the key factors of integrated management. School directors should involve all stakeholders, including teachers, students, parents, and the broader community to develop a shared vision in their school management. The process should be collaborative, inclusive, and involve continuous communication and feedback. This implies that a shared vision is realistic, achievable, and relevant to the needs of the school and the broader community. Therefore, a shared vision once developed, should be regularly reviewed and updated to ensure its continued relevance and effectiveness.

Flexible structure

The interview results indicated that all experts agreed that a flexible structure consists of the following elements such as agility and adaptability, customization, collaboration, and empowerment is found to be one of the vital factors of integrated management that can be applied in educational management at small-sized secondary schools. The verbatim responses are explicitly demonstrated how to utilize flexible structure in integrated management:

“A flexible structure means agility and adaptability of organizational structure. This enables schools to respond quickly and efficiently to changing circumstances, such as new curriculum requirements, shifts in student demographics, or unexpected events like a pandemic.” (E5)

“Customization should be the key benefit of flexible structure. This allows school directors to tailor their programs and services to meet the unique needs of their students and community.” (E1)

“In my opinion, collaboration is a key element of the flexible structure that we need for integrated management. This is because a flexible structure encourages collaboration and teamwork among teachers or staff members in promoting a culture of innovation and continuous improvement.” (E2)

“Empowerment is an essential element of the flexible structure that can accelerate integrated management. A flexible structure empowers teachers to make decisions and take action independently, thus promoting a sense of ownership and accountability.” (E3)

The findings could be concluded that a flexible structure in small-sized secondary school management is an organizational structure that allows for adjustments and adaptations to meet the changing needs of the school, students, and the community the school serves. As a result, the aim of a flexible structure is to promote innovation, creativity, and responsiveness to emerging needs and challenges. School directors should foster a culture of open communication and collaboration, empowering teachers to take ownership of their roles and responsibilities in order to implement a flexible structure as one of the factors of integrated management. This implies that school directors should provide opportunities for professional development and ongoing training to equip teachers with the necessary skills and knowledge to adapt to changing circumstances. Additionally, school directors can incorporate technology and data-driven decision-making processes to enhance their agility and adaptability.

Management by integration team

Management by the integration team was highlighted by those experts as an approach to motivate integrated management. This factor emphasizes collaboration, teamwork, and shared decision-making among all stakeholders. According to the experts, management by the integration team encourages the integration of different perspectives and expertise, including school directors, teachers, parents, students, and community members. Moreover, it recognizes that each stakeholder has unique knowledge and experiences that can contribute to the school’s success of integrated management. The summary of the five experts’ interview results is presented below:

“In my opinion, management by the integration team is an essential factor of integration management. This factor encourages the sharing of ideas and perspectives, which leads to better decision-making and more effective solutions to problems. Hence, this factor can be used to improve our decision-making which is important for implementing integrated management.” (E4)

“Management by integration team can foster a culture of collaboration and teamwork of integrated management. This promotes a sense of ownership and accountability among all stakeholders in terms of increased collaboration and teamwork.” (E5)

“Based on my experiences, management by the integration team enhanced creativity and innovation. Therefore, I suggest to school directors, particularly in small-sized schools to apply this factor because management by *integration team encourages the integration of different perspectives* and expertise, leading to new and innovative ideas.” (E1)

“From my perspective, management by integration team can promote greater stakeholder engagement. For instance, we empower all stakeholders to be actively involved in the decision-making process, leading to greater engagement and buy-in through utilizing the management by the integration team.” (E2)

The above findings reflect that school directors should identify key issues or challenges that are facing small-sized schools to create a team or teams to tackle the issues or challenges. To implement management by integration team in school management, the team should be diverse and include representatives from all stakeholder groups. Moreover, the team should be given clear goals and objectives and provided with the necessary resources to achieve them. On top of that, the team should also be supported by strong leadership and effective communication to guarantee that all stakeholders are aligned and driving toward a shared goal. In conclusion, management by an integration team requires a significant shift in the traditional school management approach, but this factor can bring many benefits to small-sized schools, including improved decision-making, increased collaboration and teamwork, enhanced creativity and innovation, and greater stakeholder engagement.

Cooperative coaching and mentoring

The factor of cooperative coaching and mentoring is referred to by the five experts as a collaborative approach to support teachers in their personal and professional development. In this factor, the coach or mentor can be school directors or experienced teachers who work together with the individual teacher to set goals, develop strategies, and evaluate progress towards those goals. The verbatim responses are explicitly demonstrated how to utilize cooperative coaching and mentoring as a factor to promote integrated management:

“My view regarding cooperative coaching and mentoring is involving a more equal partnership between the coach or mentor and the individual teacher who is being coached or mentored. What I have experienced before, I found that instead of the coach or mentor simply telling the individual teacher what to do, it will be better if they work together to identify strengths, weaknesses, and areas for growth.” (E3)

“In my perspective, this factor of cooperative and mentoring is particularly effective for individual teachers who are looking to develop their skills and abilities in a particular area, but who also want to take an active role in their own learning and development.” (E4)

“In my point of view, one of the key benefits of cooperative coaching and mentoring is that it can help to build a sense of trust and collaboration between the coach or mentor and the individual teacher being coached or mentored. That is why I recommend it as a vital factor of integrated management in small-sized schools.” (E5)



“By working together in an equal partnership, both parties (mentor and teacher) can learn from each other and build a stronger working relationship. This can ultimately lead to greater success in achieving the individual’s goals and objectives.” (E1)

Overall findings revealed that cooperative coaching and mentoring are identified by the five experts as an effective approach for supporting individual teachers in their personal and professional development, particularly when there is a desire for collaboration and mutual learning. In this line of reasoning, cooperative coaching and mentoring are identified as one of the factors to contribute to integrated management.

Change management

The interview findings indicated that change leadership is the final factor identified by the five experts that contributes to integrated management. Generally, change leadership in small-sized school management refers to the process of guiding and implementing change. Change leadership involves providing direction, support, and resources to facilitate the transition from current practices to new ways of doing things. Some key elements of change leadership in small-sized school management were proposed by the five experts as follows:

“The first element of change leadership is developing a clear vision for change. In my opinion, school directors of small-sized schools need to have a clear understanding of the changes they want to implement and how they will benefit students, teachers, and the school community as a whole.” (E2)

“The second element is building support and collaboration. In my opinion, change leadership involves building consensus among stakeholders and engaging them in the change process.” (E3)

“Building support and collaboration can involve communicating the benefits of the change, listening to feedback and concerns, and involving teachers and students in the decision-making process.” (E4)

“The third element of change leadership is providing resources and support. Change can be challenging, so school directors of small-sized schools need to provide the necessary resources, training, and support to assist teachers and students navigate the transition.” (E5)

“The last element that I would like to suggest is monitoring and evaluating progress. The change leadership must include tracking progress and evaluating the effectiveness of the change. This can involve collecting data, soliciting feedback, and making adjustments as needed.” (E1)

In conclusion, change leadership is identified as an important factor for integrated management because education is a constantly evolving field, and small-sized schools need to adapt to new technologies, teaching methods, and student needs. The five experts explained that effective change leadership can help their schools stay current and relevant, improve student outcomes, and increase teacher morale and satisfaction. Based on the above findings, change leadership is an important factor of creating a school culture that is adaptive, innovative, and responsive to the changing needs of students and the broader community.

Second phase: Needs assessment findings

In the second phase of this study, the researchers conducted a need assessment survey of 406 respondents to test the study hypotheses and explore the five factors from the first phase that contribute to effective integrated management. The interpretation of the appropriateness of each identified factor of the integrated management was evaluated in accordance with Boomchom’s (2014) identification as illustrated in Table 1.



Table 1. Interpretation of appropriateness of integrated management factors

The Interval of Mean Value	Interpretation
4.51-5.00	Highest
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Lowest

The findings of the need assessments for integrated management showed that management by the integration team is a vital factor of integrated management. Table 2 demonstrates the facts of each factor of integrated management ranking in order from the most needed to the least as follows: Management by integration team ($PNI_{modified} = 0.35$); shared vision ($PNI_{modified} = 0.34$); cooperative coaching and mentoring ($PNI_{modified} = 0.33$); flexible structure ($PNI_{modified} = 0.31$), and change leadership ($PNI_{modified} = 0.27$).

Table 2. Overall need assessment index of integrated management

Factors of Integrated Management	Current Conditions		
	Mean	Std. Dev	Interpret
Management by integrated team	3.18	0.89	Moderate
	Desirable Conditions		
	Mean	Std. Dev	Interpret
	4.30	0.81	High
	$PNI_{modified}$	Ranking	
	0.35	1	
Shared vision	Current Conditions		
	Mean	Std. Dev	Interpret
	3.26	0.87	Moderate
	Desirable Conditions		
	Mean	Std. Dev	Interpret
4.36	0.83	High	
	$PNI_{modified}$	Ranking	
	0.34	2	
Cooperative coaching and mentoring	Current Conditions		
	Mean	Std. Dev	Interpret
	3.31	0.83	Moderate
	Desirable Conditions		
	Mean	Std. Dev	Interpret
4.40	0.76	High	
	$PNI_{modified}$	Ranking	
	0.33	3	
Flexible structure	Current Conditions		
	Mean	Std. Dev	Interpret
	3.29	0.79	Moderate
Desirable Conditions			



	Mean	Std. Dev	Interpret
	4.34	0.78	High
	PNI _{modified}	Ranking	
	0.31	4	
Change management	Current Conditions		
	Mean	Std. Dev	Interpret
	3.41	0.89	Moderate
	Desirable Conditions		
	Mean	Std. Dev	Interpret
	4.33	0.86	High
	PNI _{modified}	Ranking	
	0.27	5	
Total	Current Conditions		
	Mean	Std. Dev	Interpret
	3.29	0.78	Moderate
	Desirable Conditions		
	Mean	Std. Dev	Interpret
	4.35	0.74	High

Conclusion

Overall research findings indicated the importance of integrated management particularly for small-sized secondary school directors who are responsible for providing quality education through working collaboratively with teachers, students, and other stakeholders to develop and implement effective policies and strategies. Therefore, the basic desirable factors of integration management identified in this study, namely shared vision, flexible structure, management by integration team, cooperative coaching and mentoring, and change leadership are corresponding to the Declaration on Educational Management by United Nations Educational, Scientific and Cultural Organization (UNESCO) in the 21st century for all countries (Phumphongkhochasorn et al., 2021).

The five identified factors of integrated management imply that a student-centered approach whereby the focus of educational management in small-sized secondary schools should be on creating an environment that fosters the growth and development of students, both academically and personally, as emphasized by Balcita and Palaoag (2020). Besides, the curriculum should be developed in a way that is integrated and cohesive, taking into consideration the needs of students and aligning with the goals of the school. Thus, this finding is found in line with Chotmon et al.'s (2021) finding. Moreover, teachers should be given opportunities for professional development and ongoing training to ensure they are equipped with the necessary skills and knowledge to support student learning, in accordance with the finding of Usman in Nigeria. The final practical implication of this study is parents, and the broader community should be actively involved in the small-sized school's decision-making processes and be given opportunities to participate in school activities, which is found consistent with Penick's (2014) ideas for improving parents and community involvement in schools.

The PNI_{modified} findings imply that management by the integration team was identified to have the greatest gap between the current condition and the desirable condition. This was followed by a shared vision, cooperative coaching and mentoring, and a flexible structure. The narrowest gap was change leadership.

The quantitative findings imply that small-sized secondary school directors should not only give more priority to the five factors but also further identify the causes of the gap. This can involve examining the root causes of the differences between the current and desired states, such as inadequate resources or lack of alignment among stakeholders.

Based on the findings, the researchers would like to draw the importance of the five factors that contribute to integrated management for school directors of small-sized secondary schools. It can be concluded that they should focus on the practical implications of the five factors and the gap between the current condition and the desirable condition while they implement the integrated management practices. Following this line of reasoning, policymakers and practitioners can learn from this study how to utilize the five factors and reduce the gaps in need assessment to improve integrated management. The institutional framework identifies the need for effective policies, regulations, and governance structures that support integrated management and is recommended to school directors of small-sized secondary schools.

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