



Education Management Model for Early Childhood Development Promotion

Chanasuek Nichanong & Jiraporn Rodpuang*

Faculty of Education, Suan Dusit University, Bangkok 10300 Thailand

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Abstract

This research aims to assess the education management model for development promotion of early childhood. The research team conducted the simple random sampling. The sample group included 93 parents of early childhood students in kindergarten level 1 and 2 of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum in educational year of 2020. The research tool is a questionnaire developed by the research team in accordance with Early Years Foundation Stage Statutory Framework (EYFS). The research team checked the content validity by Index of Item – Objective Congruence (IOC) and the result is between 0.80-1.00. the reliability Cronbach's alpha value of questionnaires is 0.96. The statistics applied in the research are means and standard deviations. It is found that the authentic assessment of application of education management model which promotes early childhood children's development in general and in particular aspects corresponded to realistic situations at a high level, as follows 1) The aspect of inputs corresponded to realistic situations at a high level. The highest item is personnel, followed by environment and learning source management and media and innovation, respectively. When considered in each item, it was found that the number one was the school prioritizes and takes the students' health and safety into account in high level. Number two was Adequate teachers and nursery teachers to take care of all students in high level and number three was The school provides the environment promoting the student's learning in high level 2) The aspect of process corresponded to authenticity at a high level. The highest item is nutritious care, followed by expressive art and design, communication and language, respectively. When considered in each item, it was found that the number one was the school prioritizes preparation of good and beneficial foods for the students in high level. Number two was the school provides guidance on nutritious food selection for the students in high level. Number three was the school prioritizes food preparation with proper nutrition proportion in high level and 3) The aspect of outcomes corresponded to authenticity at a high level. The highest item is physical health development, followed by communication and language, expressive art and design, respectively. When considered in each item, it was found that the students have proper physical development in accordance with the development criteria in high level. Number two was the students can well move their body and use their muscles in high level. Number three was the students can express their imagination through playing in high level.

* Corresponding Author
email: jiraporn_rod@dusit.ac.th

Introduction

Early childhood development is highly important, since it is the years when the children's brain and learning ability develop fastest in their life. It is the years when the investment in human resource development yields the best result. This development will serve as the base of their life, as it is the age especially needs cultivation and instillation. If a child has a special need of any aspect, management during these early years can give the best results. Professor James J. Heckman, an economist and Nobel Prize Laureate in Economics, Professor at the University of Chicago, said that investment in early childhood development gives the best return to the society in the long term. The return in the future could reach 7 times. The latest study in 2016 revealed that investment in providing quality services for early childhood children from birth to 5 years gave the maximum return at 13% (Office of the Education Council, 2021)

In the past, it is found that early childhood children in the preschool years cannot achieve their fullest development corresponding to their age or their development is delayed by approximately 30%. The most important development problem is linguistic development which is later related to intellectual development. Early childhood children use the language not only as a communication tool, but also a thinking tool. The late linguistic development affected formation of nerve fibers in children's brain during the years critical to the brain development. (Pitaksinsuk, 2021) The study of early childhood children health and development situations (1-5 years of age) found that 68.02% of early childhood children had good nutritional status, 16.67% of early childhood children had undernutrition and 15.31% of early childhood children had overnutrition. As for development of early childhood children, it is found that 56.08% of early childhood children had age-appropriate development. 43.91% of early childhood children are suspected of delayed development. The most delayed development is fine motor development and intellectual development (32.21%) (Sunkthong et al., 2018). From the medical research that found that the 1 in 6 of early childhood children's growth is delayed. The ratio increases with age. It shows that early childhood children still lack proper treatment. Those involved should prioritize the development learning management that aligned with the potential of early childhood children. (Panaprom, 2023)

La-orutis Demonstration School is the first government kindergarten in Thailand which enjoys reputation in education management for children and focuses on educational quality development, so that early childhood children can develop themselves with balance in all aspects, especially cultivation of morality and ethics so that they can grow up and live happily in the society. In 2019, La-orutis Demonstration School developed La-Or Plus curriculum as a part for preparation for bilingual school. The curriculum was implemented for the first time in the educational year of 2019 in 4 project operation areas, namely Suan Dusit University Bangkok, Suan Dusit University Suphan Buri Campus, Suan Dusit University Nakhon Nayok Center and Suan Dusit University Lampang Center. La-Or Plus curriculum for early childhood level is a special curriculum adjusted from the basic curriculum structure of early childhood education of La-orutis Demonstration School. The curriculum emphasizes on natural learning through various activities. The supplement part (Plus) is a coordination between agencies, by which experts of different fields in and outside the university provide teaching as a supplement to the curriculum. The class teachers are foreigners from countries where English is an official language. The class teachers must also have experience in teaching early childhood children. The curriculum adapts Early Years Foundation Stage Statutory Framework (EYFS) to Thai environment in accordance with Contextualism to serve as the systematic education management principle and guideline. The adaptation takes the following factors into account; 1) Inner and outer contexts such as surrounding conditions, physical characteristics of children and psychological principles that affect the learning 2) Context includes information and body of knowledge transferred to the students. The context emphasizes on learning in accordance with scientific principles and age appropriation. Additionally, professionals of different fields in and outside the university serve as a supplement to the curriculum, so that the students insightfully learn through activities related to the respective academic fields conveyed by the experts rotating to organize the activities and 3) Process includes procedural planning, plan-oriented action, activity evaluation and review and outcome summary through group discussion to properly develop each student. Education management of early childhood level covers activities of 5 main aspects, comprising 1) Language and communication: The school invites professional actors to tell stories or demonstrate

plays, such as circle time and telling story activities which grant participation opportunities for the students
 2) Expressive arts and design, such as art camp, sharing knowledge on performing arts by professional actors

3) Understanding the world. The school opens opportunities for the students to learn through simulation model to provide learning experience to the students
 4) Physical development: The school gives priority to physical health care of the students, such as exercise activity, regular physical examination for students and
 5) Nutritional care: The school provides guidance on nutritious food selection for the students and prioritizes food preparation with proper nutrition proportion. The above-mentioned early childhood activities bring about achievements and skills which early childhood children should possess comprising 2 main areas; 1) Prime area comprises language and communication, physical development, personal, social and emotional development and 2) Specific Area comprises literacy, mathematics, understanding the world and expressive arts and design (La-orutis Demonstration School, 2021). Moreover, the school integrated the concept from EYFS curriculum framework which is the learning management and Montessori concept that is very popular and aligns with the way of learning in La-orutis Demonstration School. Using the idea as guidance for learning management will help promote early childhood development efficiently.

The research team realize significance of early childhood development which is the most important basis for human resource development, and therefore conducted this research to assess the education management model for development promotion of early childhood to apply the findings to the development and improvement of education management of La-orutis Demonstration School and use the findings as supporting information for school quality development planning.

Objectives

To assess the education management model for development promotion of early childhood

Research methodology

Phase 1: Study of the education management model in accordance with Early Years Foundation Stage Statutory Framework (EYFS)

The research team studied the education management models in and outside the country to find the optimum education management model for education

management development for early childhood children of La-orutis Demonstration School, and found that the optimum education management model for educational management is the curriculum framework of the Early Years Foundation Stage (EYFS) of children from birth to 5 years in United Kingdom under which the teacher can provide learning experience to promote the learners' development through activities and experiences for early childhood children in accordance with EYFS curriculum. The curriculum comprises activities of 7 aspects as follows; 1) Communication and language 2) Physical development 3) Personal, social and emotional development 4) Literacy 5) Mathematics 6) Understanding the world and 7) Expressive arts and design. The curriculum sets the learning targets comprising the prime area development of 3 following aspects; 1) Communication and language: comprises listening and attention, understanding, speaking 2) Physical development: comprises moving and handling, health and self-care 3) Personal, social and emotional development: comprises self-confidence and self-awareness, managing feelings and behavior, making relationships, and the specific area development of 4 following aspects; 1) Literacy: comprises reading and writing 2) Mathematics: comprises numbers and shape and space measurement 3) Understanding the world: comprises people and communities, the world, technology 4) Expressive arts and design: comprises exploring and using media and materials and being imaginative) (Department for Education, 2017a).

Aside from the fact that the curriculum framework of the Early Years Foundation Stage (EYFS) is the universal concept of early childhood learning management, another main factor with which the school chose the above-mentioned concept to develop a curriculum to use in education management of La-orutis Demonstration School, early childhood level is that EYFS curriculum framework is education management in accordance with Montessori's idea which is a popular idea on early childhood education management, in line with education management guideline of La-orutis Demonstration School. Hence, application of this concept as a guideline for education management would be able to efficiently promote early childhood development.

Phase 2: Implementation of the education management model for development promotion of early

childhood in accordance with Early Years Foundation Stage Statutory Framework (EYFS) in practical level

To implement the Early Years Foundation Stage (EYFS) from abroad, the school adjusted the operational process to be consistent and suitable to the context of La-orutis Demonstration School. The school adjusted the concept to be proper for early childhood education management, until it achieved the curriculum which integrates body of knowledge and proper education management direction, as follows;

Education management of La-orutis Demonstration School is divided into 5 main parts, as follows: 1) Educational integration 2) Storytelling 3) Group activity 4) Indoor and outdoor activities and 5) Interdisciplinary study. La-or Plus Project focuses on natural learning through various Plus Activity which is the cooperation of experts of different fields in and outside the university. The parts different from the regular curriculum are blended learning. And personnel from countries where English is an official language, equipped with experience as early childhood children teacher serve as the class teachers.

The curriculum adapts Early Years Foundation Stage Statutory Framework (EYFS) to Thai environment in accordance with Contextualism to serve as the systematic education management principle and guideline, taking the following factors into account;

1. Inner and outer context such as surrounding conditions, physical characteristics of children and psychological principles that affect the learning

2. Context includes information and body of knowledge transferred to the students. The context emphasizes on learning in accordance with scientific principles and age appropriation. Additionally, professionals of different fields in and outside the university serve as a supplement to the curriculum, so that the students insightfully learn the knowledge through activities with the passion for such fields conveyed by the experts rotating to organize the activities.

3. Process includes procedural planning, plan-oriented action, activity evaluation and review and outcome summary through group discussion to properly develop each student.

Activity organization procedure covers 5 main aspects, as follows;

1. Language and communication: The school invites professional actors to tell stories or demonstrate plays, such as Circle time and Telling story activities

2. Expressive arts and design, such as art camp, art learning by which professional artists, in collaboration

with the art curriculum assistants from Suan Dusit University sharing their knowledge on art fields and art media.

3. Understanding the world. The school invites celebrities of each professional fields to be speakers sharing knowledge on different careers. The students enjoy opportunities to conduct simulation activity.

4. Physical development: Football/ basketball clinics promote learning to be professional players.

5. Nutritional care: The school provides guidance on nutritious food selection for the students and prioritizes food preparation with proper nutrition proportion.

The target results of the curriculum comprise 2 main parts; 1) Prime area and 2) Specific Area. Each area involves details as follows;

Prime area comprises

1. Language and communication

1.1 Students can listen and pay attention

1.2 Students can understand what they listen to

1.3 Students can communicate with others

1.4 Students can develop speaking skill and learn vocabularies

2. Physical development

2.1 Students can skillfully move and use muscles

2.2 Students develop muscle skill

2.3 Students learn how to live a healthy life

2.4 Students learn to take care of their health

3. Personal, social and emotional development

3.1 Students are self-confident.

3.2 Students can control their emotion and behavior

3.3 Students know how to make friends

3.4 Students know how to share

Four Specific Areas comprise;

1. Literacy

1.1 Students have fun with reading

1.2 Students learn to make marks

1.3 Student learn to read and pronounce alphabets

2. Mathematical ability

2.1 Students learn the numbers and counting

2.2 Students learn to tell times

2.3 Students learn to measure the volume, area, shape, opposite angle, etc. through playing

3. Understanding the world

3.1 Students learn about the nature and surroundings

3.2 Students learn to tell about their community and learn about similarity and difference of people in society

3.3 Students learn to confidently use ICT (Information and Communication Technology)

4. Expressive arts and design

4.1 Students are happy with creativity

4.2 Students can sing, dance and play music

4.3 Students have imagination in playing

4.4 Students can use materials and colors to express themselves

Phase 3: Assessment of application of the education management model for development promotion of early childhood

Population: 147 parents of early childhood students of kindergarten 1 and 2 in educational year of 2020 of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum.

Sampling group: Parents of early childhood students of kindergarten 1 and 2 in educational year of 2020 of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum. The sample size is determined to study the population mean with the Confidence interval of 90%. The error is $\pm 10\%$ of standard deviation (SD) (σ) is 93. (Kanchanawasi et al., 1997). The research conducted the sampling through the simple random sampling.

Research tool: The research questionnaire "Opinions of parents on early childhood education management at LDS, Suan Dusit University" is developed by the research team in accordance with Early Years Foundation Stage Statutory Framework (EYFS).

The research questionnaire is divided into 3 parts as follows; Part 1: The multiple choice and open-ended questions are used for gathering general information from respondents. Part 2: "Opinions of parents on early childhood education management at LDS, Suan Dusit University" The answers are 4-leveled rating scale. 0 means that it is not correct to the real condition. 1 means that it is slightly correct to the real condition. 2 means that it is moderately correct to the real condition. 3 means it is very correct to the real condition. Part 3: Recommendations. The content validity of open-ended questions is reviewed by 5 experts to determine Index of Item – Objective Congruence (IOC), and IOC is between 0.80 – 1.00. The reviewed and revised questionnaires were tried out with the group of 30 people that similar to the real sample group to find reliability value by applying Cronbach Alpha Coefficient. The value was

0.96. Hence, the research tool is considered as qualified and can be used for information collection.

Data collection: The research team contacted the responsible person for La-or Plus Project of La-orutis Demonstration School, Suan Dusit University to ask for cooperation on the questionnaire distribution to collect Opinions of parents on early childhood education management at LDS, Suan Dusit University, and request the school to distribute the questionnaire to the parents.

Data analysis: The research team analyzed the data by using descriptive statistics which are means and standard deviations. The research team determined the interpretation criteria of assessment result of application of education management model which promotes early childhood children's development. The mean scales are used as criteria, as follows; 0 – 0.75 means not corresponding to realistic situations, 0.76 – 1.50 means slightly corresponding to realistic situations, 1.51 – 2.25 means moderately corresponding to realistic situations, and 2.26 – 3.00 means highly corresponding to realistic situations.

3.1 Assessment result of application of education management model which promotes early childhood children's development in terms of quantity

3.1.1 Assessment result of application of education management model which promotes early childhood children's development in general and in particular aspects, as detailed in Table 1

Table 1 Means and standard deviations of assessment results of application of education management model which promotes early childhood children's development in general and in particular aspects. (Total score = 3.00)

Items	Mean	SD	Level	Order
Inputs	2.61	0.35	high	
Personnel	2.68	0.38	high	1
Environment and learning source management	2.66	0.37	high	2
Media and innovation	2.49	0.47	high	3
Process	2.65	0.36	high	
Communication and language	2.59	0.54	high	3
Expressive arts and design	2.68	0.44	high	2
Understanding the world	2.55	0.48	high	4
Physical development	2.51	0.57	high	5
Nutritional care	2.85	0.28	high	1
Outcomes	2.51	0.36	high	
Communication and language	2.71	0.42	high	2
Physical development	2.77	0.34	high	1
Personal, social and emotional development	2.53	0.50	high	4
Literacy	2.22	0.72	medium	7
Mathematics	2.34	0.54	high	6
Understanding the world	2.36	0.57	high	5
Expressive arts and design	2.65	0.39	high	3
Total	2.58	0.31	high	

From Table 1, assessment results of application of education management model which promotes early childhood children's development in general showed that the model corresponded to realistic situations at a high level (Mean = 2.58, SD = 0.31), as follows 1) Inputs corresponded to realistic situations at a high level (Mean = 2.61, SD = 0.35). The highest item is personnel (Mean = 2.68, SD = 0.38), followed by Environment and learning source management (Mean = 2.66, SD = 0.37) and media and innovation (Mean = 2.49, SD = 0.47), respectively. 2) Processes corresponded to realistic situations at a high level (Mean = 2.65, SD = 0.36). The highest item is nutritional care (Mean = 2.85, SD = 0.28), followed by expressive arts and design (Mean = 2.68, SD = 0.44) and communication and language (Mean = 2.59, SD = 0.54), respectively and 3) Outcomes corresponded to realistic situations at a high level (Mean = 2.51, SD = 0.36). The highest item is physical development (Mean = 2.77, SD = 0.34), followed by communication and language (Mean = 2.71, SD = 0.42) and expressive arts and design (Mean = 2.65, SD = 0.39), respectively.

3.1.2 Assessment result of application of education management model which promotes early childhood children's development in particular aspects, as detailed in Table 2

Table 1 Means and standard deviations of assessment results of application of education management model which promotes early childhood children's development in particular aspects (Total score = 3.00)

Items	Mean	SD	Level	Order
Inputs	2.61	0.35	high	
Personnel	2.68	0.38	high	
1. Adequate teachers and nursery teachers to take care of all students	2.83	0.38	high	2
2. Proper number of foreign teachers	2.49	0.56	high	9
3. Teachers are equipped with capacity and skills necessary for early childhood education management	2.71	0.52	high	4
Environment and learning source management	2.66	0.37	high	
1. The school provides the environment promoting the student's learning	2.73	0.47	high	3
2. The school provides the environment promoting the student's English language skill	2.58	0.52	high	7
3. The school provides the learning source promoting the student's development and learning	2.65	0.50	high	5
4. The school prioritizes and takes the students' health and safety into account	2.85	0.39	high	1
5. The school provides the activity organization area for the student's physical health development	2.48	0.60	high	10
Media and innovation	2.49	0.47	high	
1. The school possesses the modern innovation and technology to support the student's education management	2.47	0.58	high	11

Items	Mean	SD	Level	Order
2. The teachers use various learning media and innovation for education management	2.56	0.54	high	8
3. The school's teaching media and tools are adequate for the students.	2.64	0.51	high	6
4. The teachers use innovation to help coordination between the school and parents such as ClassDoJo etc.	2.29	0.76	high	12
Process	2.65	0.36	high	
Communication and language	2.59	0.54	high	
1. The teachers provide the learning by integrating English language in the classes.	2.59	0.59	high	10
2. The teachers open opportunities for the students to communicate in English in different situations.	2.56	0.65	high	12
3. The school organizes various activities to develop linguistic skill of the students such as story-telling, stage plays, etc.	2.62	0.61	high	8
Expressive arts and design	2.68	0.44	high	
1. The school organizes activities to promote expressive arts of the students such as singing, dancing, musical instrument playing etc.	2.56	0.62	high	11
2. The school organizes various activities to promote art learning in classes such as sculpting, drawing, coloring, paper pasting etc.	2.76	0.45	high	4
3. The teachers regularly open opportunities for the students to express creativities through playing or other activities.	2.71	0.48	high	5
Understanding the world	2.55	0.48	high	
1. The teachers organize learning activities for the students to survey and differentiate their surroundings.	2.67	0.54	high	7
2. The school organizes activities for the students to observe, learn and survey their natural surroundings	2.60	0.54	high	9
3. The school has activities in which the students use ICT learning tools	2.38	0.59	high	16
Physical development	2.51	0.57	high	
1. The school organizes age-appropriate exercise activities such as yoga for kids, etc.	2.45	0.63	high	15
2. The students do various activities to promote physical health development	2.53	0.64	high	14
3. The school organizes moving activities to promote physical health of the students	2.55	0.60	high	13
Nutritional care	2.85	0.28	high	
1. The school provides guidance on nutritious food selection for the students	2.91	0.32	high	2
2. The school prioritizes preparation of good and beneficial foods for the students.	2.92	0.27	high	1
3. The school regularly arranges physical examination for the students	2.68	0.51	high	6
4. The school prioritizes food preparation with proper nutrition proportion.	2.87	0.37	high	3
Outcomes	2.51	0.36	high	
Communication and language	2.71	0.42	high	
1. The students can communicate with others	2.68	0.51	high	7
2. The students have development on vocabulary selection	2.73	0.47	high	4
3. The students understand the meaning of listened statements	2.71	0.46	high	5
Physical development	2.77	0.34	high	
1. The students can well move their body and use their muscles.	2.76	0.45	high	2

Items	Mean	SD	Level	Order
2. The students can take care of their daily basic hygiene such as tooth-brushing and toilet using, etc.	2.71	0.46	high	5
3. The students have proper physical development in accordance with the development criteria	2.84	0.40	high	1
Personal, social and emotional development	2.53	0.50	high	
1. The students have self-confidence and dare to express themselves.	2.49	0.60	high	12
2. The students can control their emotional expression and behavior	2.43	0.62	high	13
3. The students know how to share things with classmates, teachers and others	2.67	0.54	high	8
Literacy	2.22	0.72	medium	
1. The students are happy with reading.	2.42	0.79	high	14
2. The students begin to write alphabets.	2.14	0.86	medium	19
3. The students can learn about the form and sound of alphabet spelling	2.11	0.90	medium	21
Mathematical ability	2.34	0.54	high	
1. The students know numbers and can count basic numbers	2.65	0.54	high	10
2. The students learn to measure the volume, area, shape, etc.	2.25	0.76	medium	18
3. The students realize the significance of time	2.11	0.68	medium	20
Understanding the world	2.36	0.57	high	
1. The students learn to identify similarity and difference between their own environment/community and others' environment.	2.41	0.61	high	15
2. The students learn to confidently use ICT	2.34	0.67	high	16
3. The students can search and examine the relevant natural and earthly issues.	2.33	0.73	high	17
Expressive arts and design	2.65	0.39	high	
1. The students can sing, dance and play music.	2.65	0.48	high	9
2. The students can use media and colors to communicate their selves.	2.57	0.54	high	11
3. The students can express their imagination through playing.	2.74	0.44	high	3
Total	2.58	0.31	high	

From Table 2, assessment results of application of education management model which promotes early childhood children's development in particular aspects, as follows;

1) Regarding the inputs, the top 3 parents' opinions are as follows; "The school provides the learning source promoting the student's development and learning" is the most-chosen statement at a high level (Mean = 2.58, SD = 0.39). The second highest is "Adequate teachers and nursery teachers to take care of all students" at a high level (Mean = 2.83, SD = 0.38). The third highest is "The school provides the environment promoting the student's learning" at a high level (Mean = 2.73, SD = 0.47). The 3 least-chosen statements are; The 12th is "The teachers use innovation to help coordination between the school and parents such as ClassDoJo etc." at a high level (Mean = 2.29, SD = 0.76). The 11th is "The school possesses the modern innovation and technology to support the student's education

management" at a high level (Mean = 2.47, SD = 0.58). And the 10th is "The school provides the activity organization area for the student's physical health development" at a high level (Mean = 2.48, SD = 0.60).

2) Regarding the processes, the top 3 parents' opinions are as follows; "The school prioritizes preparation of good and beneficial foods for the students" is the most-chosen statement at a high level (Mean = 2.92, SD = 0.27). The second highest is "The school provides guidance on nutritious food selection for the students" at a high level (Mean = 2.91, SD = 0.32). The third highest is "The school prioritizes food preparation with proper nutrition proportion" at a high level (Mean = 2.87, SD = 0.37). The 3 least-chosen statements are; The 16th is "The school has activities in which the students use ICT learning tools" at a high level (Mean = 2.38, SD = 0.59). The 15th is "The school organizes age-appropriate exercise activities such as yoga for kids, etc." at a high level (Mean = 2.45, SD = 0.63). The 14th is "The students do various activities to promote physical health development" at a high level (Mean = 2.53, SD = 0.64).

3) Regarding the outcomes, the top 3 parents' opinions are as follows; "The students have proper physical development in accordance with the development criteria" is the most-chosen statement at a high level (Mean = 2.84, SD = 0.40). The second highest is "The students can well move their body and use their muscles" at a high level (Mean = 2.76, SD = 0.45). The third highest is "The students can express their imagination through playing" at a high level (Mean = 2.74, SD = 0.44). The 3 least-chosen statements are; The 21th is "The students can learn about the form and sound of alphabet spelling" at a medium level (Mean = 2.11, SD = 0.90). The 20th is "The students realize the significance of time" at a medium level (Mean = 2.11, SD = 0.68). The 19th is "The students begin to write alphabets" at a medium level (Mean = 2.14, SD = 0.86).

Discussion

Regarding the assessment results of education management model which promotes early childhood children's development, there are 3 important issues which are discussed as follows;

1. From the study on the opinions of parents on early childhood education management model of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, it is found that the inputs corresponded to realistic situations at a high level. The highest item is

personnel, followed by environment and learning source management and media and innovation, respectively. When considering each item, it is found that the first is “The school prioritizes and takes the students’ health and safety into account” at a high level. The second highest is “Adequate teachers and nursery teachers to take care of all students” at a high level. And The third highest is “The school provides the environment promoting the student’s learning” at a high level. As for the opinions of parents on early childhood education management in terms of the inputs, the most-chosen statement is “The school prioritizes and takes the students’ health and safety into account”. It could be because La-orutis Demonstration School, La-or Plus Curriculum, with the collaboration of nutritionists from TCAS Suan Dusit University, assesses the students’ nutritional status to ensure that the early childhood children have age-appropriate nutritional status.

In addition, the school emphasizes on hygiene and prevention of COVID-19, using the disinfectant “La-Or Plus Hygienic Spray” certified with GMP standard. This is in line with the opinions of parents on the school’ advantages that the school is hygienic and safe due to good sanitary care. It provides early childhood-friendly environment and good safety measure. As for the opinions of parents on early childhood education management in terms of the inputs, the second highest is “Adequate teachers and nursery teachers to take care of all students.” This could be because La-orutis Demonstration School, La-or Plus Curriculum, early childhood level, limited the students at 25 students/classroom with 1 Thai and 1 foreign teachers and 1 English speaking nursery teacher. The school uses both Thai and English in activity arrangement. This is in line with the strong point found from analyzing the school’s environment which found that schools with personnel who have expertise in learning experience provision in early childhood level and university support personnel from each department to cooperate such as being teachers etc. (La-orutis Demonstration School, 2021). This is also in line with the opinions of parents on the school’ advantages that the teachers and nursery teachers closely give love and care to the children. With the proper proportion of the numbers of children and teachers and nursery teachers/ classroom, teachers and nursery teachers can thoroughly take care of all students. As for the opinions of parents on early childhood education management in terms of the inputs, the third most chosen statement is “The school

provides the environment promoting the student’s learning.” This could be because La-orutis Demonstration School, La-or Plus Curriculum, provides the international learning environment for early childhood level, promoting their expression potential and English language skill. The classrooms and environment promote the early childhood children’ development and learning. This is in line with the statement of school about school’s nutrition care. It stated that school has nutritionists and dietitians to closely control. The school prioritizes taste and cleanliness of food to promote proper growth of students. There is also evaluation of physical growth. (La-orutis Demonstration School, 2021). This is in line with the opinions of parents on the school’ advantages that the school’s teaching promotes the children’s development in accordance with their age and lifelong learning. The school give importance to learning through their surroundings and provided academic principles in connection with their daily life.

The 3 lowest means are: the 12th is “The teachers use innovation to help coordination between the school and parents such as ClassDoJo etc.” at a high level. The 11th is “The school possesses the modern innovation and technology to support the student’s education management” at a high level. The 10th is “The school provides the activity organization area for the student’s physical health development” at a high level. This is in line with the opinions of parents on the school’ shortcomings that they wanted more communication channels and higher communication frequency with the parents. There should be more communication between the teachers, children and parents. Online social media should be used to allow the parents to follow the children’s behaviors. The school should have more modern teaching media and new innovation in education management, as well as providing more outdoor safe playground for the children.

2. From the study on the opinions of parents on early childhood education management model of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, it is found that the processes corresponded to realistic situations at a high level. The highest item is nutritious care, followed by expressive art and design, communication and language, respectively. When considering each item, it is found that the first is “The school prioritizes preparation of good and beneficial foods for the students” at a high level. The second highest is “The school provides guidance on nutritious food selection for the students” at a high level. The third

highest is “The school prioritizes food preparation with proper nutrition proportion” at a high level. The reasons why the parents opine that the top 3 items of process aspect involve the school’s nutritious care could be because La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, pays high attention on nutrition, food taste and hygiene in all production and service process to promote the children’s growing and development in accordance with their ages. The school invites nutritionists to educate early childhood children regarding beneficial food selection to have healthy body. The school arranges the physical examination by experts on foods and nutrition, measuring the children’s weight and height with Bioelectrical Impedance Analysis (BIA) machine to assess their physical development and growing to be the information for nutritious promotion of early childhood children. This is in line with the opinions of parents on the school’ advantages that the school provides good and appealing foods. The school provides good nutritious care appropriate for the children’s ages.

The 3 lowest means are: the 16th is “The school has activities in which the students use ICT learning tools” at a high level. The 15th is “The school organizes age-appropriate exercise activities such as yoga for kids, etc.” at a high level. And the 14th is “The students do various activities to promote physical health development” at a high level. This is in line with the parents’ suggestions that they want the school to apply information technology to the teaching. They want more diversified types of activities and the school should arrange more outdoor activities aside from playing in the rooms.

3. From the study on the opinions of parents on early childhood education management model of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, it is found that the outcomes corresponded to realistic situations at a high level. The highest item is physical health development, followed by communication and language, expressive art and design, respectively. When considering each item, it is found that the first is “The students have proper physical development in accordance with the development criteria” at a high level. The second highest is “The students can well move their body and use their muscles” at a high level. The third highest is “The students can express their imagination through playing” at a high level.

As for the opinions of parents on early childhood education management model in terms of the outcomes,

the most-chosen statement is “The students have proper physical development in accordance with the development criteria”. It could be because La-orutis Demonstration School, prioritizes the physical health care of the children, such as exercise activity, regular physical examination for the students, etc. In addition, the school provides education by which early childhood children can holistically develop themselves with balance, covering physic, emotion, mind and intelligence. It promotes the children’s thinking process skill through providing various experiences so that they would have learning ability in accordance with their age, in line with early childhood development principles, i.e. learning through playing and fun activities. The children are challenged to think and imagine through various media and tools, by which the teachers and parents open opportunities for them to learn and fully develop important skills (Pitaksinsuk, 2021). This is in line with the opinions of parents on the school’ advantages that the teaching helped promote the children’s development in accordance with their age and lifelong learning. The promotion of children development focuses on the development in accordance with their ages, helping them to clearly have development in different aspects, for example the school let their potential shine and continuously develop, etc. The teachers pay attention to the children’s development in all aspects and teach them to take care of themselves and do some house works. This is in line with EYFS curriculum’s learning targets in term of physical development which want to enable the children to successfully manage their own basic hygienic routine and personal needs, including dressing up and using the toilet by themselves. (Department for Education, 2017b) As for the opinions of parents on early childhood education management model in terms of the outcomes, the second highest is “The students can well move their body and use their muscles”. It could be because La-orutis Demonstration School, La-or Plus curriculum, prioritizes the physical health care of the children. It arranges exercise activities to let the children learn about exercise principles. The “Yoga for kids” activity is arranged by experts from the exercise for health center project to let them practice breathing meditation. The school regularly arranges physical examination for the children. This is in line with the opinions of parents on the school’ advantages that the school provides creative activities where the children could sing, play and dance, so that they would have good health. As for the opinions of parents on early childhood education

management model in terms of the outcomes, the third most chosen statement is “The students can express their imagination through playing”. La-orutis Demonstration School, La-or Plus curriculum, provides early childhood activities where they can play with their imagination. This is in line with the opinions of parents on the school’s advantages that the school provides activities to practice more skills. There are many different interesting activities for the children. They could learn through playing, making them happy. They could learn new things through their action, experiencing the real things. Their interests are stimulated and the children would take action and further think of activities. The children are promoted to analyze, think, express and solve the problems.

The 3 lowest means are: the 21th is the students can learn about the form and sound of alphabet spelling” at a medium level. The 20th is “The students realize the significance of time” at a medium level. And the 19th is “The students begin to write alphabets” at a medium level.” Therefore, school should have guidance for learning growth about letters and sounds by conducting activity for children to see and know each letters from using pictures and objects by using cards or medias with letters. It can be activities that allow students to hear the sound of letters or allow them to write and spell out letters to teach them to identify different sounds from story reading activity, sing the songs with letters. Guidance for teaching students the importance of time can be done by conducting activities that focused on time and time management in daily life. The activities can be about teaching them to order process and time, using media about time like clocks or other tools to help students read time in daily life, or the activity where the students build pencil clock that allow them to adjust time by themselves, or let them play toys that arouse their interest to promote time learning by using the connection between toys and daily routine of students for them to be able to tell what are they doing during each time and can tell the order of activities (Boonyos, 2021). Guidance for teaching students to write letters can be done by support students to have basic skill in writing through the activities that are in line with children’s growth through playing, the activities that allow students to write in each context like writing names or easy words that related to the activity, encouraging students to be confident about writing including giving them suggestions on how to improve their writing or conducting activity that response children’s interests and needs for them to learn happily and allow them to create

their own body of knowledge by create their own words and sentences with smile and laughter. Create long term memory by create love for reading and writing in both home and schools (Department for Education, 2017; Yanachai & Saka, 2019).

The parents opine on the school’ shortcomings that they want the school to focus more on academic development to be a basis for the children’s learning in primary schools. However, there are researches’ findings indicated that early childhood teaching model affected the children’s educational success when they study in primary schools. The children from academy-oriented kindergartens and the children from preparatory kindergartens which open opportunities for children to take initiations achieve no difference on academic performance. But in the 6th year of the primary schools, it is found that the children from preparatory kindergartens achieve the better academic performance than the children from academy-oriented kindergartens. (Khayankij et al, 2018).

Suggestion

Suggestion for research application

The research found that the parents provide opinions on early childhood education management model of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, in the 3 lowest items regarding input, process and outcome. Hence, the executives, teachers and related personnel of La-orutis Demonstration School, Bangkok, La-or Plus Curriculum, should consider the guidelines on providing the learning experience for early childhood children in line with the parents’ opinions on the 3 aspects, as follows;

1. Input: The school should apply modern innovation such as Line, Facebook, etc., to help on coordination between the school and parents. Application of modern innovation and technology can support providing of additional learning for example innovation and technology which enable the students to review their lessons at all times. The school should also provide more activity areas to develop the students’ physical health development.

2. Process: The school should add more activities where the students can use ICT devices to promote their learning. The school should add more exercise activities suitable for their ages and various activities which promote the students’ physical health development.

3. Outcome: The school should promote the children literacy through learning ability development

regarding form and sound of alphabet spelling and writing ability. And the school should promote the children's mathematic ability such as their realization on significance of time, learning to measure the volume, area, shape, etc.

Suggestion for further research

There should be the research to follow and evaluate the growth of early childhood children that used Early Years Foundation Stage Statutory Framework: EYFS in long term to use to develop and improve learning management model that is appropriate and in line with the needs of early childhood students.

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