

# The Strategies of Competency-Based Learning Management for Schools Administration in Special Areas Schools, Lampang, Thailand

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## Abstract

The purpose of this research is to create and evaluate the use of competency-based learning management strategies of school administrators in special areas of Lampang, Thailand using the SOAR concept. Thirty participants are selected for providing information consisting of six school administrators, twelve teachers, and twelve school committee members. Environmental analysis for competency-based learning is performed by six school administrators, three administrators in the education service area office, three educational supervisors, six teachers, six the school committees, and three experts. The content validity and appropriateness of the draft strategy have been done by nine experts. Evaluating the use of strategies include questionnaires, interviews, assessments, and focus group recordings provided by six school administrators and twelve teachers. All data is analyzed using frequency, percentage, mean, standard deviation and descriptive narrative. The research results found that there are three main strategies, ten minor strategies, and four success factors in managing competency-based learning of school administrators in special areas, Lampang, Thailand. Evaluating results revealed that the use of strategies is feasible and useful at a high level ( $4.31 \pm 0.69$ ).

**Keywords:** strategy, learning management, competency based

## 1. Introduction

### 1.1 Introduce the Problem

Framework for goals and directions for education in Thailand are focusing on providing education for Thai people with accessible to opportunities and equality in quality education. However, the results of the development of education in Thailand, it is found that there are still facing an urgent development especially providing education for underprivileged children in special areas (high mountain areas, wilderness areas and island areas). In this regard, education organization in these special areas is trouble because of difficult transportation. Many students live far from school and they are not able to travel from home to school in return. Most of them are in high mountain areas, in wilderness areas, island areas, and remote areas or along the border seam. Furthermore, they are differences in language, traditions, and cultural diversity. In terms of economic status, it is more necessary to struggle with earning a living than encouraging your children to get an education (Office of Basic Education Policy and Planning, 2022). In addition, schools in special areas have insufficient materials and equipment and administrators are unskilled in school management. From the teaching context of schools in remote areas, there is still an emphasis on teaching content by lecturing for students to memorize and take multiple-choice tests. There is a big difference in quality of student's competencies measured by national and international examination scores between more than three hundred well-known schools in major cities and approximately thirty thousand schools in the outskirts (Office of the Education Council Secretariat, 2019). As a result, implementing educational reform policies in schools that adhering to the traditional teaching principles and students are instilled in rote learning rather than learning for analytical and synthetic thinking have been a big problem (Promket, Phengsawat, & Jantarak, 2023). Therefore, schools in special areas are project on driving forward the reform of teaching and learning according to the competency-based curriculum school administrators. Focus on building morale and the participation of everyone in the organization that is appropriate to the school context in the special area according to be more effective in organizational development troubleshooting and the implementation of strategies. SOAR

Analysis concept seems to be a good choice because it is an important tool for analyzing the organization's environment and effective strategic planning emphasizing from Strengths, Opportunity, Aspiration and Results which will be able to draw participation from stakeholders (Stavos & Hinrichs, 2009).

There are seventeen schools in special areas under supervision by Lampang Primary Educational Service Area Office that have problems as mentioned above. Result of field data collection from people involved with 6 schools in special areas in Lampang, Thailand including Ban Lao Su School, Ban Piang Jai School, Ban Mae San School, Bo Si Liam Witthaya, Ban Mae Ngao Tai School, and Ban Mae Khamla branch found issues and needs learning management by school administrators. In addition, problems are found in teachers and personnel lacking knowledge and understanding about competency-based learning management. Furthermore, those schools have an insufficient budget for management to promote some activities according to actual conditions problems with materials, equipment, and learning media. Teaching, innovation, and educational technology are insufficient therefore developing a competency-based learning management strategy for school administrators in special areas, Lampang, Thailand need to study for creating a strategy to serve as a guideline for developing the quality of education in special areas. Research findings would be applied to others school in special areas and would be reduce educational inequality in Thailand.

### *1.2 Research Objectives*

Title has the following objectives as follows:

- 1) To create competency-based learning management strategy for school administration in special areas of Lampang, Thailand
- 2) To evaluate the use of competency-based learning management strategy for school administration in special areas of Lampang, Thailand

### *1.3 Research Framework*

This study focuses on two main concepts which are as below

#### *1.3.1 Strategy Concept*

Strategy is the heart of organizational management. The objective is to set the direction and guidelines for operations to achieve long-term goals. Mintzberg, Ahlstrand, and Lampel (1998) stated that strategy is a plan or approach that an organization chooses to use to achieve its goals or vision. Strategy involves making decisions about the efficient use of resources and creating competitive advantage. David (2017) discussed the strategy development process that consists of several steps. This includes situation analysis, setting the vision and mission goal, setting strategy development, evaluating and improving strategies. Kaplan and Norton (1996) stated that strategies should be regularly reviewed and updated to reflect changes in the market and environment, using KPIs (Key Performance Indicators) to measure performance. Therefore, strategy plays an important role in determining the direction and success of an organization. Developing effective strategies and improving them according to the situation will help organizations to compete and thrive in rapidly changing market conditions.

#### *1.3.2 Organizational Environment Analysis Based on SOAR Concept*

SOAR (Strengths, Opportunities, Aspirations, Results) analysis is a tool used for strategic analysis and planning with the aim of focusing on Organizational strengths and opportunities as well as clearly specifying expectations and desired results. This is different from a SWOT analysis that focuses on strengths, weaknesses, opportunities, and threats. Stacey (2003) and Giles (2017) discussed the components of SOAR analysis, steps in using SOAR analysis, and the advantages of SOAR analysis as follows.

- 1) Strength is identifying and analyzing the organization's strengths, such as available resources, personnel expertise or technology used that allows organizations to create strategies that leverage existing resources.
- 2) Opportunities are exploring opportunities in the market or environment that can create benefits for the organization, such as new trends and growing markets. or legal changes Recognizing and preparing for these opportunities can help organizations thrive.
- 3) Aspiration is including setting the vision and goals that the organization wants to achieve and the values that promoted to have clear goals and keep everyone in the organization on the same page.
- 4) Results are measuring the expected results of strategy execution. This may include setting KPIs or measurable goals. Clearly defining outcomes allows organizations to track progress and adjust strategies when necessary.

According to SOAR concept, there are four steps for this analysis. Firstly, data collection with team members meeting to find out the Strength and Opportunities. Secondly, identifying Aspiration with discussing missions and

goals. Thirdly, setting Results using plan and KPIs, Finally, strategies developed by creating useful strategies from Strength and Opportunities related to Aspiration and Results. The advantages of SOAR are focusing on the positive view in Strengths and Opportunities. This makes it possible to create commitment and motivation in the team. and create cooperation. Therefore, SOAR analysis is a powerful tool in strategic planning focused on organizational success and growth with an emphasis on participation and positivity. Therefore, this study is used those two concepts to evaluate competency-based learning management strategy for school administration in special areas of Lampang, Thailand as shown in Figure 1.

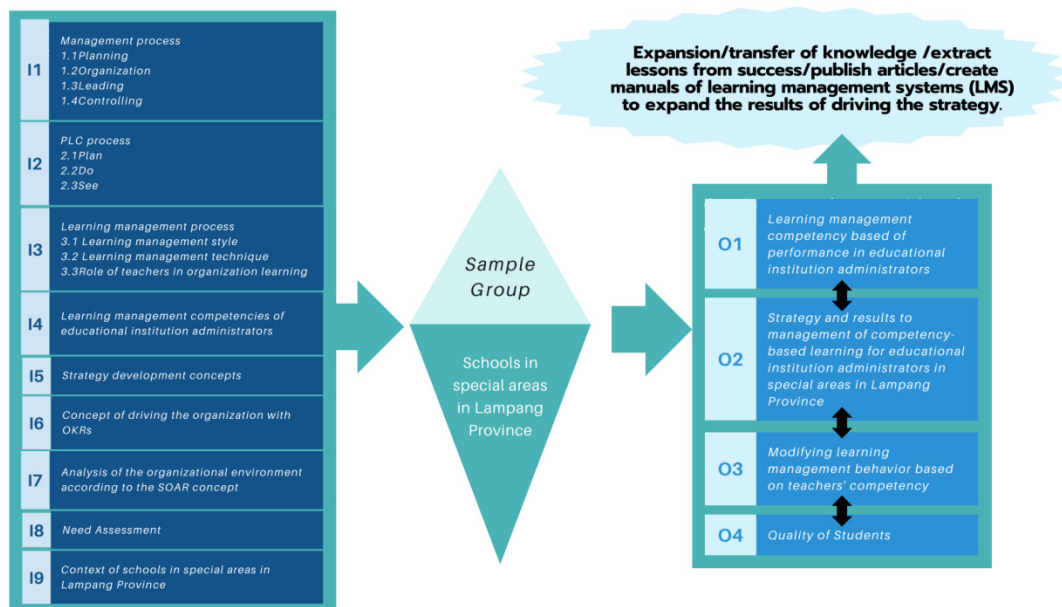


Figure 1. Research framework

## 2. Method.

### 2.1 Research Samples

School administrators, school committees and teachers in special areas in Lampang including Ban Lao Su School, Ban Piang Jai School, Ban Mae San School, Bo Si Liam Witthaya, Ban Mae Ngao Tai School, and Ban Mae Khamla branch were participated by selecting. Administrators in the education service area office, educational supervisors and expertise in competency-based learning were involved.

### 2.2 Creating Competency-Based Learning Management Strategy for School Administration in Special Areas of Lampang, Thailand

Competency-based learning management strategy for school administration in special areas of Lampang, Thailand has been developed into four steps as below:

Step 1: Documentary synthesis of competency-based learning management strategy

Reports and findings related to strategy development, competency-based learning management, self-assessment report of each target school were synthesized by content and data analysis. Priority of need assessment was also applied using priority needs index (PNI). Research sample was recruited using purposive selection. There were thirty participants including six school administrations, twelve teachers and twelve school committees. Data was prioritized as a highly requirement via modified priority needs index ( $PNI_{\text{modified}}$ ) according to Wongwanich (2019).  $PNI_{\text{modified}}$  was calculated by the following equation.

$$PNI_{\text{modified}} = \frac{I-D}{D}$$

When PNI means Priority Needs Index

D means Existing condition

I means Desired condition

Step 2: Evaluating surrounding of competency-based learning management strategy for school administration in special areas of Lampung, Thailand using SOAR technique.

Structural interview questions were applied in this step. Purposive selection was used for collecting research samples. There were twenty-seven participants including six school administrations, three school administrators of educational service area office, three study supervisors, six teachers, six basic educational committees, and three specialists of *competency-based learning management strategy*. Content and descriptive analysis were performed.

Step 3: Drafting competency-based learning management strategy for school administration in special areas of Lampung, Thailand

Data from step one and step two were analyzed and used as supporting documents for brainstorming meeting of six school administrations in order to making a draft competency-based learning management strategy.

Step 4: Content validation and appropriateness of drafting competency-based learning management strategy for school administration in special areas of Lampung, Thailand

A focus group of nine experts has been applied for content validation and appropriateness of the draft competency-based learning management strategy for school administration in special areas using evaluation form with five hedonic scales. Means and standard deviation of each item in that form were calculated as well as a group interview of nine experts was recorded.

### 2.3 Evaluating Competency-Based Learning Management Strategy for School Administration in Special Areas of Lampung, Thailand

The draft competency-based learning management strategy for school administration in special areas of Lampung, Thailand was implemented in six target schools. Feasibility assessment and usage of that draft strategy was demonstrated by questionnaire. The participants were the eighteen users, who were six school administrations and twelve teachers. Data was calculated and presented in terms of means and standard deviation. Lessons learned from this implementation were discussed by six school administrations.

## 3. Results

### 3.1 Creating Competency-Based Learning Management Strategy for School Administration in Special Areas of Lampung, Thailand

Results of synthesized related to strategy development, competency-based learning management, self-assessment report of each target school were calculated and prioritized as shown in Table 1.

Table 1. Overall study results of need assessment for competency-based learning management in special area school

No.	Competency-based learning management	Need assessment			PNI <sub>modified</sub> (I-D)/D	Percentage	Priority
		I	D	I-D			
1	Original usage guidelines enhance performance	4.66	3.09	1.57	0.51	50.81	8
2	Guidelines for using the original to enhance performance	4.58	2.88	1.70	0.59	59.03	7
3	Guidelines for using learning models to develop competency	4.76	2.60	2.16	0.83	83.08	1
4	Guidelines for using competencies as a base for combining indicators	4.72	2.76	1.96	0.71	71.01	4
5	Guidelines for integrating multiple competencies	4.76	2.83	1.93	0.68	68.20	6
6	Guidelines for using life competencies in daily routines	4.75	2.77	1.98	0.71	71.48	3
7	Integrated competency learning approach	4.61	2.70	1.91	0.71	70.74	5
8	A competency-based teaching approach to jointly develop student competencies throughout the school.	4.79	2.71	2.08	0.77	76.75	2

The results in Table 1 revealed that the priority was guidelines for using learning models to develop competency with 83.08% following by a competency-based teaching approach to jointly develop student competencies throughout the school (76.75%) and guidelines for using life competencies in daily routines (71.48%). The surroundings of competency-based learning management strategy for school administration in special areas was evaluated using SOAR technique and it was shown in Figure 2.

S	O	A	R
Strengths	Opportunities	Aspirations	Results
<ul style="list-style-type: none"> <li>-School has formulated and implemented strategies to promote the participation of parents, communities, the private sector, and localities in education</li> <li>-School personnel are dedicated to their work.</li> <li>-School is in a learning center and local wisdom where students can learn by themselves.</li> <li>-School is distinctive about its identity, chain of command. It is clear, not complicated.</li> <li>-The executives have leadership. Make decisions and solve problems quickly and well.</li> </ul>	<ul style="list-style-type: none"> <li>-The community cooperates well in developing the school.</li> <li>-School can raise funds from many external agencies, individuals, communities, organizations, various networks, government and private agencies.</li> <li>-People get involved in development and in learning management operations.</li> <li>-The parent agency has a policy to determine the focus on student quality development for schools and related agencies to implement in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>-Creating a working atmosphere in schools that will enable personnel to work effectively.</li> <li>-Dedicating work to students who lack educational opportunities and ethnic students.</li> <li>-Improving the quality of learning management in schools to develop quality learners</li> </ul>	<ul style="list-style-type: none"> <li>-There is self-development of personnel to find new knowledge to pass on to students.</li> <li>-Increasing the mobilization of resources from individuals, communities, organizations, various networks, government and private agencies, and stakeholders.</li> </ul>

Figure 2. Evaluation results from SOAR technique on the surrounding competency-based learning management strategy for school administration in special areas

The drafting competency-based learning management strategy for school administration in special areas of Lampung, Thailand was shown in Figure 3. There were 3 main strategies and 4 success factors.

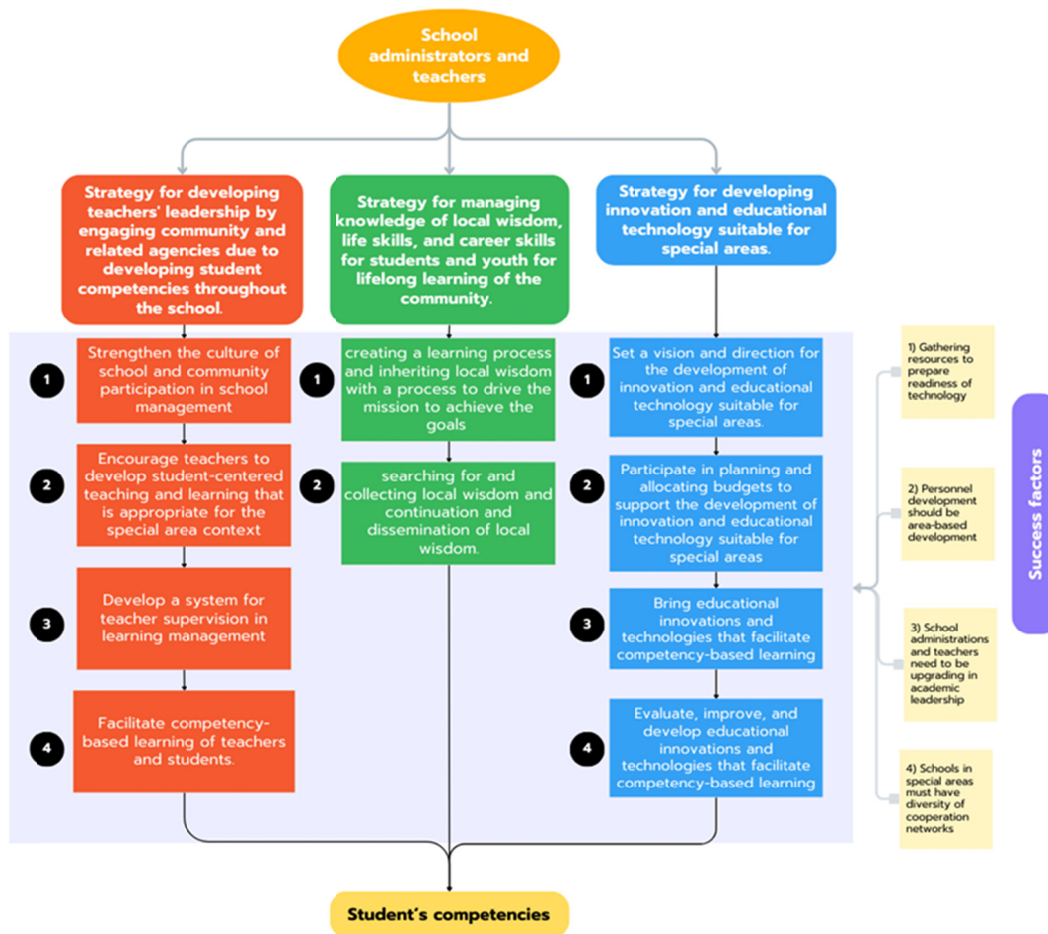


Figure 3. The drafting competency-based learning management strategy for school administration in special areas of Lampung, Thailand

Content validation and appropriateness of the draft competency-based learning management strategy for school administration in special areas of Lampung, Thailand was analyzed and interpreted in a different level as shown in Table 2. The results revealed that the draft competency-based learning management strategy was validated and suited for school administration in special areas of Lampung, Thailand as higher average scores of three main strategies (more than 4.5).

Table 2. Content validation and appropriateness of the draft competency-based learning management strategy for school administration in special areas of Lampung, Thailand

Strategy No.	Details	Content validation		Interpret	Appropriateness		Interpret
		Mean	S.D.		Mean	S.D.	
1	Strategy for developing teachers' leadership by engaging community and related agencies due to developing student competencies throughout the school.	4.79	0.43	Excellent	4.75	0.44	Excellent
2	Strategy for managing knowledge of local wisdom, life skills, and career skills for students and youth for lifelong learning of the community.	4.77	0.42	Excellent	4.75	0.48	Excellent
3	Strategy for developing innovation and educational technology suitable for special areas.	4.76	0.51	Excellent	4.79	0.50	Excellent
	Main strategy	4.77	0.46	Excellent	4.76	0.46	Excellent
	Success factors	4.69	0.62	Excellent	4.71	0.65	Excellent
	Average all	4.77	0.47	Excellent	4.76	0.48	Excellent

### 3.2 Evaluating Competency-Based Learning Management Strategy for School Administration in Special Areas of Lampung, Thailand

A possibility and usefulness of the competency-based learning management strategy for school administration in special areas of Lampung, Thailand were evaluated. The finding revealed that strategies were possible in a good level at  $4.31 \pm 0.69$  and usefulness in a good level at  $4.26 \pm 0.71$  as shown in Table 3.

Table 3. Possibilities and usefulness evaluation results of the draft competency-based learning management strategy for school administration in special areas of Lampung, Thailand after implemented in 6 target schools

Strategy No.	Details	Possibilities		Interpret	Usefulness		Interpret
		Mean	S.D.		Mean	S.D.	
1	Strategy for developing teachers' leadership by engaging community and related agencies due to developing student competencies throughout the school.	4.49	0.58	Good	4.42	0.70	Good
2	Strategy for managing knowledge of local wisdom, life skills, and career skills for students and youth for lifelong learning of the community.	4.23	0.64	Good	4.27	0.71	Good
3	Strategy for developing innovation and educational technology suitable for special areas.	4.11	0.78	Good	4.34	0.70	Good
	Main strategy	4.32	0.68	Good	4.36	0.70	Good
	Success factors	4.21	0.77	Good	4.42	0.77	Good
	Average all	4.31	0.69	Good	4.37	0.71	Good

The results of extracting successful lessons in competency-based learning management of school administrators in special areas, Lampung, Thailand revealed that four important supporting factors to drive the competency-based learning management strategies into practice in schools. Firstly, creating a focus on skills and knowledge to provide in-depth understanding of every aspect, including personnel involved in every sector. Secondary, creating cooperation with all parties to help support resources in driving teaching and learning administration and emphasis on effective use of technology as well as use the reflection results to improve planning. Thirdly, designing a competency-based curriculum that is consistent with the needs of students and communities and has an integrated

teaching method. Fourthly, professional promotion and development by built school personnel into personnel with skills in learning and continuous self-development and create a society of learning and a network for exchanging information and receiving support from network partners.

#### 4. Discussion

##### *4.1 Creating Competency-Based Learning Management Strategy for School Administration in Special Areas of Lampang, Thailand*

###### 4.1.1 Strategy 1: Strategy for Developing Teachers' Leadership by Engaging Community and Related Agencies Due to Developing Student Competencies Throughout the School

Developing teachers' leadership by engaging community and related agencies was a proactive strategy in which school administrators must focus on community and related agencies participation. This is because the school environment in a special area has many problems in economics, social, security, transportation, public health. Therefore, a relationship between teacher and community should be strengthened to enhance student's competencies. This finding was correlated to Mfochivé Badiane and Bouchamma (2024) who were studied on competencies of secondary school principals in Cameroon. This research found that building strong relationships with communities by emphasizing participation would help them solve school problems and deal with other challenges. Moreover, there four minor strategies which were 1.1 Strengthen the culture of school and community participation in school management, 1.2 Encourage teachers to develop student-centered teaching and learning that is appropriate for the special area context, 1.3 Develop a system for teacher supervision in learning management, and 1.4 Facilitate competency-based learning of teachers and students. These minor strategies were related to Jaichalad, Amdonkloi, Wangsrikoon, and Wechayalak (2015) who were studied on the conditions and needs for developing learning management competencies of educational institution administrators in the 21st century. This research found that the condition of learning management of the school administrators are supportive and encourage teachers to find knowledge on their own using ready-made lessons.

###### 4.1.2 Strategy 2: Strategy for Managing Knowledge of Local Wisdom, Life Skills, and Career Skills for Students and Youth for Lifelong Learning of the Community

This strategy used the strengths of each area to drive together with the necessary needs in managing competency-based learning in the special area of Lampang school administrators. Encouraging and supporting teachers to define learning units that can create connections with wisdom. This can be seen from the two minor strategies, which were 2.1 creating a learning process and inheriting local wisdom with a process to drive the mission to achieve the goals and 2.2 searching for and collecting local wisdom and continuation and dissemination of local wisdom. This strategy could help promote and support competency-based learning management for school administrators by helping develop competencies that match the community context. Learning local wisdom and vocational skills help students to apply the knowledge in their lives and create careers in the community. It also helps to build necessary life skills for learners by linking learning with lifestyles and communities, promoting endless learning both at the individual and community levels. Moreover, it was enhanced the social and economic sustainability of communities. By promoting local wisdom, the school was a center for learning and developing good relationships with the community. Therefore, strategies for organizing learning about local wisdom, life skills, and career skills for students in the community could help develop student competencies appropriate to the local context. Local wisdom was a knowledge that accumulated by local people continuously and integrates various sciences. Whether it is rapid progress in academics or information technology economic downturn, it has both positive and negative effects on student behavior. Encouraging learners to have knowledge, critical thinking and reasonable is urgently important as Phurirunghinyo and Phosirawat (2014) said that adapting, learning and passing local wisdom on to the new generation based on outstanding cultural capital and local wisdom can be used to drive systematic development through knowledge exchange activities. By relying on the cooperation of community leaders, scholars, villagers, and people in the community together so that everyone in the community can access and connect knowledge and develop oneself to be knowledgeable and able to perform tasks efficiently. This would result in the community having the ability to engage in occupations, being able to generate income and ultimately successfully solving poverty problems which leads to a happy community and maintaining the cultural heritage of a good way of life. This was in line with the study of Pumduang (2015) on strategies for managing knowledge of local wisdom for lifelong learning of the community, Khok Kho Thao Subdistrict, Mueang District, Suphan Buri, Thailand. The results of the research found that 1) three components of community knowledge management are leaders, social capital, and networks, 2) Knowledge management according to community economic principles of professional groups has 5 steps including seeking knowledge, knowledge creation, knowledge transfer, and use of knowledge and 3)

knowledge management strategies. Participatory model for learning throughout the life of the community consisted of 3 strategies: 1) developing producers, entrepreneurs, and marketing 2) developing community products with knowledge and 3) creating a learning process and inheriting local wisdom. The study of Kaewkantha (2015) on school administration in the highland area where students from many tribes study together under the Chiang Rai Primary Educational Service Area Office was also found that improving and developing the curriculum at every level of education was conducive to the development of student competencies. Each individual had the skills necessary to provide education for employment (Career Education) and develop students to have career skills. Andam, Ardan, Hala, Supu, and Dirawan (2015). studied needs assessment to development of biology textbook for high school class x-based the local wisdom of Timor. This research found that the concepts of local wisdom relevant Timor integrated into the curriculum of Senior High Scholl Biology class X, among them: local wisdom about saving the environment, ceremonial nature and environment care, Philosophical life “Atoni Pah Meto”, clean water, trapping knowledge classification of plants, animals, knowledge of traditional medicines and health care utilization, properties of materials for the manufacture of traditional tools.

#### 4.1.3 Strategy 3: Strategy for Developing Innovation and Educational Technology Suitable for Special Areas

This strategy was a proactive and consistent with the needs and spatial context of schools in special areas that have limitations regarding the development of innovation and educational technology. Normally, schools in special areas was far from civilization and transportation was not convenient, especially in the rainy season. Furthermore, there was no electricity or telephone signal so it was difficult to communicate and ICT media used in organizing learning activities. In addition, insufficient teachers were a major obstacle which would be quite difficult in organizing teaching and learning activities in those schools. Recently, those schools solved this problem by hiring teachers from a nearby schools or distance learning television (DLTV). According to these limitations, creating the innovation and educational technology for schools in special areas should be a good solution for enhancing student’s competencies. There were four minor strategies including 3.1 Set a vision and direction for the development of innovation and educational technology suitable for special areas, 3.2 Participate in planning and allocating budgets to support the development of innovation and educational technology suitable for special areas, 3.3 Bring educational innovations and technologies that facilitate competency-based learning, and 3.4 Evaluate, improve, and develop educational innovations and technologies that facilitate competency-based learning. This strategy could help promote and support competency-based learning management of school administrators. It helps to make learning relevant to the context of special areas such as rural or remote areas. As a result, the development of student competencies would be more effective. It also helps increase the efficiency of student development. Technology allows competency-based learning to be flexible and appropriate to the skill level of each learner. In addition, innovation reduces the problem of resource shortages in special areas such as lack of specialized teachers or modern learning equipment. Technology allow administrators to track and plan student competency development more accurately and systematically. It also helps to increase training opportunities and develop teachers’ knowledge, resulting in higher quality teaching. Therefore, strategies for developing educational innovations and technology that were appropriate for special areas providing flexibility in the competency-based learning management of school administrators and more efficient both in terms of adapting to specific contexts, student and personnel development and reducing inequality in access to learning resources. These findings were correlated with Atsara, Thepsuda, and Joy (2018). New teaching methods were to design teacher activities by discussion and exchange the knowledge with fellow teachers who used educational innovations. Manokan (2017) demonstrated that six basic educations in highland and remote areas consisted of sleeping at home, mobile classrooms, one school, three systems, distance technology, bilingualisms, and promoting careers and life skills could be considered as part of the development of innovation and educational technology that facilitates competency-based learning for students. Moreover, stakeholders should be supportive and have some policy marker for the school administration in each special area.

#### 4.2 Evaluation of the Use of Competency-Based Learning Management Strategies of School Administrators

Three main strategies with ten minor strategies have been implemented to six schools in special areas of Lampang, Thailand. A quality assessment of the feasibility and usefulness of these strategies revealed that learning management strategies based on competency of school administrators in special areas was in a high level of feasibility and usefulness. This may be because this research has procedures and methods that were appropriate and consistent with the context of educational institutions in the highlands of Lampang. Also, the suitability of these strategies was validated by experts with organizing expertise. Group discussion results from six school administration were provided suggestions to improve strategies.



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**Authors contributions**

Asst. Prof. Dr. Panotnon Teanprapakun was primarily responsible for the research design, data collection and analysis, drafting and revising the manuscript, and approving the final version of the article for publication. Dr. Nat Rattanasirinichakun played a role in designing the research, conducting the focus group discussions, and analyzing some of the data. Asst. Prof. Dr. Duangporn Oonjitt was responsible for the literature review. Asst. Prof. Paramin Wongkhamsing was responsible for literature review, focus group discussion, data collection, and coordination with relevant agencies. Apiradee Jeenkram was responsible for the literature review and field data collection.

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Obtained.

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**Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

**Data sharing statement**

No additional data are available.

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