กลยุทธ์การบริหารโรงเรียนตามแนวคิดการพัฒนาคุณภาพนักเรียนด้านประชาธิปไตย

School Management Strategies According to the Concept of Developing Student's Democratic Quality

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษากรอบแนวคิด (2) ศึกษาสภาพปัจจุบันและสภาพพึงประสงค์ (3) วิเคราะห์จุดแข็ง จุดอ่อน โอกาส และภาวะคุกคาม และ (4) พัฒนากลยุทธ์ของการบริหารโรงเรียนตามแนวคิดการพัฒนาคุณภาพนักเรียนด้านประชาธิปไตย โดยใช้วิธีวิจัยแบบผสมผสาน ใช้แบบสอบถามผู้ทรงคุณวุฒิ แบบสอบถามแบบมาตราส่วนประมาณค่า 5 ระดับ แบบประเมินแบบมาตราส่วนประมาณค่า 5 ระดับ การวิเคราะห์ข้อมูลใช้สถิติเชิงพรรณนา คือ ค่าความถี่ ร้อยละ ค่าเฉลี่ย ค่าความเบี่ยงเบนมาตรฐาน ค่า PNImodified และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) กรอบแนวคิดประกอบด้วยงานการบริหารโรงเรียนที่เกี่ยวข้องกับการพัฒนาคุณภาพนักเรียนด้านประชาธิปไตย 3 ด้านคือ (ก) การจัดการเรียนการสอน (ข) การจัดกิจกรรมพัฒนาผู้เรียน และ (ค) การจัดสิ่งแวดล้อมทางกายภาพ และคุณภาพนักเรียนด้านประชาธิปไตย 3 ด้านคือ (ก) ความรู้เกี่ยวกับประชาธิปไตย (ข) ทัศนคติแบบประชาธิปไตย และ (ค) ความสามารถแบบประชาธิปไตย (2) สภาพปัจจุบันและสภาพพึงประสงค์ของงานการบริหารโรงเรียนฯ ทั้งสามด้านอยู่ในระดับมาก สภาพปัจจุบันและสภาพพึงประสงค์ของคุณภาพนักเรียนด้านประชาธิปไตยทั้งสามด้านอยู่ในระดับมาก (3) จุดแข็งของงานด้านการบริหารโรงเรียนฯ คือ การจัดการเรียนการสอน และ การจัดกิจกรรมพัฒนาผู้เรียน ในขณะที่การจัดสิ่งแวดล้อมทางกายภาพเป็นจุดอ่อน ส่วนจุดแข็งของคุณภาพนักเรียนด้านประชาธิปไตย คือ ทัศนคติแบบประชาธิปไตย ในขณะที่ความรู้เกี่ยวกับประชาธิปไตยและความสามารถแบบประชาธิปไตยเป็นจุดอ่อน (4) กลยุทธ์การบริหารโรงเรียนฯ มี 3 กลยุทธ์หลัก คือ (ก) เร่งพัฒนาการจัดสิ่งแวดล้อมทางการเรียนรู้ฯ เพื่อกระตุ้นให้การเรียนรู้ระเบิดจากภายใน (ข) ยกระดับการจัดกิจกรรมพัฒนา

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ผู้เรียน โดยให้นักเรียนเป็นผู้ริเริ่มการเรียนรู้ และ (ค) ปรับกระบวนทัศน์การจัดการเรียนการสอนฯ โดยให้อนาคตภาพของนักเรียนกำหนดการเรียนรู้

คำสำคัญ: กลยุทธ์การบริหารโรงเรียน / คุณภาพนักเรียนด้านประชาธิปไตย / การจัดการเรียนการสอน / การจัดกิจกรรมพัฒนาผู้เรียน / การจัดสิ่งแวดล้อมทางกายภาพ

Abstract

This research was aimed to: (1) examine the conceptual framework, (2) explore the current and desirable situation, (3) analyze strengths, weaknesses, opportunities and threats, and (4) develop management strategies of school management according to the concept of developing student's democratic quality. The study applied mixed method approach and the research tool used were a questionnaires, a 5-rating scale questionnaires, and a 5-rating scale strategic evaluation form. The data was analyzed by frequency, percentage, mean, standard deviation, PNImodified, and content analysis.

The research results show the following findings: (1) the conceptual framework consists of 3 school management areas involved with the enhancement of student's democratic quality namely; a) the providing of teaching and learning, b) the providing of student enrichment activities; and c) the providing of learning environment and 3 student's democratic quality, namely; a) democratic knowledge, b) democratic attitude, and c) democratic ability. (2) The current and desirable situations of all school management areas are at high level. The current and desirable situations of the 3 democratic qualities are at high level. (3) The strengths are a) the providing of teaching and learning and b) the providing of student enrichment activities while c) the providing of learning environment is the weakness. Also, democratic attitude is the strength while democratic knowledge and democratic ability are weaknesses. (4) There are 3 main strategies namely; a) prompt development on school's learning environment in order to stimulate student' learning to blast out from the inside, b) elevation of student enrichment activities by letting students initiate their learning, c) paradigm shifting of the providing of teaching and learning by using student's future scenario to specify their learning.

KEYWORDS: SCHOOL MAMANGMENT STRATEGIES / STUDENT'S DEMOCRATIC QUALITY / TEACHING AND LEARNING / STUDENT ENRICHMENT ACTIVITIES / LEARNING ENVIRONMENT

Introduction

In 2017, the democracy in Thailand will turn its 85th year. However, in 2012, King Prajadhipok Institute representing the International Institute for Democracy and Electoral Assistance (International IDEA) has ranked Thailand as "Flawed Democracies" country (King Prajadhipok Institute, 2013). In 2014, the Global Democracy Ranking Association ranked Thailand 63 out of 112 countries which was resulting Thailand to be in the moderate level of democracy (Campbell, Pölzlbauer, Barth, & Pölzlbauer, 2014). This correlates with analysis of Thailand's national economic and social development plan volume 11 (2012-2016) (Office of the National Economic and Social Development Board, 2011) and the UNDP's report on Thailand's human development in 2009 (United Nations Development Programme, 2009) showing the 12 key democratic problems in Thailand including: political stability, public representativeness, social equality and social harmony, corruption, human rights, freedom of the judges, social violence, social and politic participation, individual freedom, understanding of social structures, functions and relationships between each section, power distribution, and understanding of common rights and civic duty.

It is clear that King Rama V showed his desired intention to change Thailand's political system to be democracy. However, King Rama VI prolonged the change seeing that the lack of good education will fail democracy. As a result, King Rama VI enacted an elementary education law in his first year of reign with an intention stated clearly in his preamble that he wished to have all Thai people to be educated up to at least elementary education within 15 years when he wished to give democracy in his 15th year of reign (Limpaphayom, 2012). Education is the key to successful democracy as like Borwornsak Uwanno mentioned that education administrators and teachers are

the most important people to create quality democracy and quality society. (Uwanno, 2010)

The first attempt of the Thai government to promote the teaching of democracy in school started in 1973. However, the government's democratic development framework which has influenced the implementation of democratic teaching in school nationwide ever since only encouraged students to maintain the 3 key doctrines, which are respect, unity, and intellect. Each doctrine is detailed to promote good citizenship but overlooked some crucial democratic qualities such as the knowledge about power, or the ability to view holistically. Also, no research on school management strategies to enhance students' democratic quality has ever been done in the past. Consequently, a new framework and a study on school management strategies to enhance students' democratic quality are needed.

Objectives

1. To examine the conceptual framework of the school management according to the concept of developing student's democratic quality;

2. To explore the current and desirable situation of school management according to the concept of developing student's democratic quality;

3. To analyze strengths, weaknesses, opportunities and threats (SWOT) of school management according to the concept of developing student's democratic quality;

4. To develop management strategies of school management according to the concept of developing student's democratic quality.
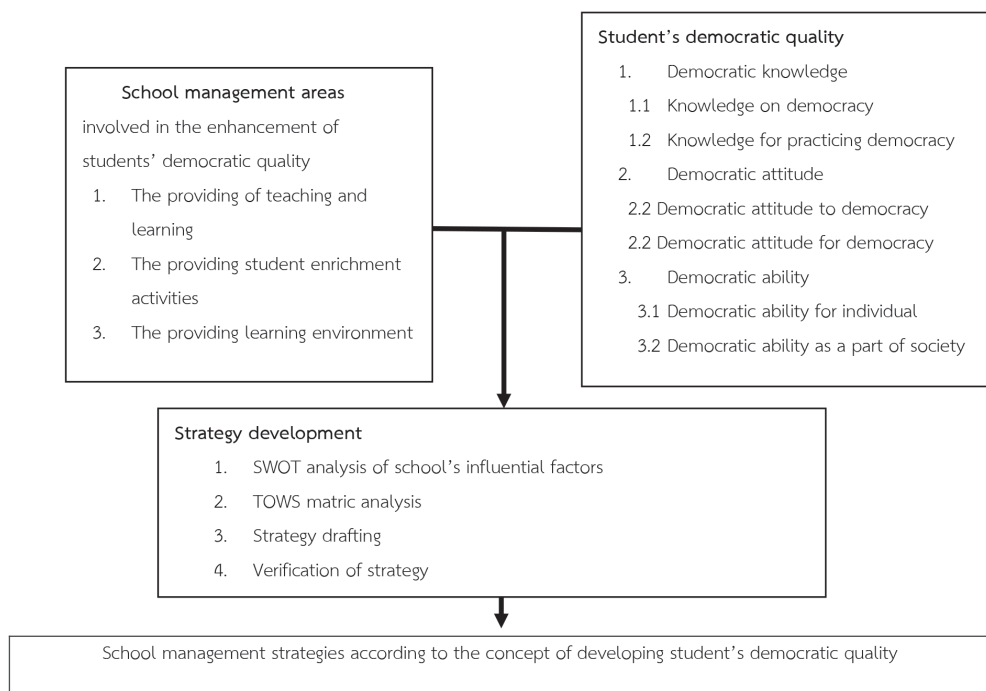
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┌─────────────────────────────┐          ┌──────────────────────────────────────┐
│   School management areas   │          │ Student's democratic quality           │
│ involved in the enhancement │          │   1.    Democratic knowledge           │
│ of students' democratic     │          │   1.1  Knowledge on democracy          │
│ quality                     │          │   1.2  Knowledge for practicing democ. │
│  1.  The providing of       │          │   2.    Democratic attitude            │
│      teaching and learning  │          │   2.2 Democratic attitude to democracy │
│  2.  The providing student  │          │   2.2 Democratic attitude for democracy│
│      enrichment activities  │          │   3.    Democratic ability             │
│  3.  The providing learning │          │    3.1 Democratic ability for individual│
│      environment            │          │    3.2 Democratic ability as a part of │
│                             │          │        society                         │
└─────────────────────────────┘          └──────────────────────────────────────┘

         ┌──────────────────────────────────────────────────┐
         │ Strategy development                             │
         │    1.   SWOT analysis of school's influential     │
         │         factors                                   │
         │    2.   TOWS matric analysis                      │
         │    3.   Strategy drafting                         │
         │    4.   Verification of strategy                  │
         └──────────────────────────────────────────────────┘

┌────────────────────────────────────────────────────────────────────────────┐
│ School management strategies according to the concept of developing          │
│ student's democratic quality                                                 │
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Figure 1 Conceptual framework

Research scope

Population included 28,970 primary and secondary schools nationwide under Office of the Basic Education Commission (OBEC). The samples were 395 schools selected randomly using Microsoft Excel random selection tool, with the total of 1,295 informants of school directors, school assistance directors, teachers and students.

Method

Procedure

1. Exploring the conceptual framework of school management according to the concept of developing student's democratic quality.

1.1 Obtaining information from documentary study and relevant research.

1.2 Synthesize conceptual framework.

1.3 Examining IOC of the synthesized conceptual framework by 7 specialists.

2. Exploring the current and desirable situations of school management according to the concept of developing student's democratic quality.

2.1 Using a questionnaire on the current and desirable situations.

2.2 Examining IOC of the questionnaire by 5 specialists and making a revision.

2.3 Identifying the reliability of 50 questionnaires and making a revision.

2.4 Collecting the data by sending 1,975 questionnaires (395 schools; 5 people each) via mailing.

2.5 Analyzing the data and concluding of results.

3. Analyzing the strengths, weaknesses, opportunities and threats of school management according to the concept of developing student's democratic quality.

4. Developing strategies of school management according to the concept of developing student's democratic quality.

4.1 Making drafted strategies.

4.2 Testifying the appropriateness and feasibility the strategies.

4.3 Developing the school management strategies.

Research instruments and statistics

1. A questionnaire to interview specialists for the conceptual framework.

2. A questionnaire on the current and desirable situations, which included a 5-point rating scale and additional suggestions.

Data collection and analysis

A total 1,295 returned questionnaires were received. Statistical

analyses employed were frequency, percentage, mean, standard deviation, and PNImodified.

Results

      1. Conceptual framework

      The IOC resulted 0.714 or above in all school management areas and student' democratic quality which means showed conceptual framework was good to be used.

      2. Current and desirable situation

      2.1 The overall current situations of school management areas are at high level. The highest mean was for the providing of teaching and learning, followed by the providing of student's enrichment activities. The lowest mean was the providing of learning environment.

      The overall current situations of student's democratic quality are at high level. The highest mean was for democratic attitude, followed by democratic knowledge and democratic ability receives the lowest mean.

      The analysis of external environment suggested high level in overall of the current situation of school management. The highest mean was for government policy, followed by social environment, technology environment and economic environment was the lowest mean.

      2.2 The overall desirable situations of all school management areas are at high level. The highest mean was for the providing of teaching and learning, followed by the providing of student's enrichment activities. The lowest mean was the providing of learning environment.

      The overall desirable situations of student's democratic quality are at high level. The highest mean was for democratic attitude, followed by democratic knowledge and democratic ability receives the lowest mean.

The overall analysis of external environment suggested high level of the desirable situation of school management. The highest mean was for government policy, followed by technology environment, social environment, and economic environment was the lowest mean.

3. Strengths, weaknesses, opportunity and threats.

3.1 The strengths of school management are the providing of teaching and learning, and the providing of student enrichment activities. Also, the strengths of student's democratic quality are democratic attitude.

3.2 The weakness of school management is the providing of learning environment. Also, the weaknesses of student's democratic quality are democratic knowledge and democratic ability.

3.3 The opportunities and threats of school management:

3.3.1 Government policy is an opportunity for the providing of teaching and learning and the providing of student's enrichment activity while is a threat for the providing of learning environment.

3.3.2 Economic situation and technology situation are threats for all school management areas.

3.3.3 Social situation is an opportunity for the providing of student's enrichment activities while is a threat for the providing of teaching and learning and the providing of learning environment.

4. School management strategies according to the concept of developing student's democratic quality.

The school management strategies were developed comprised of 3 main strategies and 9 sub-strategies as follows.

Main strategy 1: Prompt development on school's learning environment according to the concept of developing student's democratic quality in order to stimulate student' learning to blast out from the inside.

Sub-strategy 1.1 Prompt change on school's learning environment according to the concept of developing student's democratic ability for individual and democratic ability as a part of society by increasing social interaction and reducing social gap.

Sub-strategy 1.2 Create learning environment for school to become convenient learning school according to the concept of developing student's knowledge on democracy and knowledge for practicing democracy.

Sub-strategy 1.3 Design school's learning environment to increase space of freedom according to the concept of developing student's democratic attitude to and for democracy.

Main strategy 2: To elevate the providing of student enrichment activities according to the concept of developing student's democratic quality by letting students initiate their learning.

Sub-strategy 2.1 Provide student's enrichment activities according to the concept of developing student's democratic ability for individual and democratic ability as a part of society by celebrating individual distinction.

Sub-strategy 2.2 Shift the paradigm of providing student's enrichment activities according to the concept of developing student's knowledge on democracy and knowledge for practicing democracy by allowing student to have partnership with school.

Sub-strategy 2.3 Elevate the providing of student's enrichment activities according to the concept of developing student's democratic attitude to and for democracy by enhancing students to use multi-perspectives approach in learning.

Main strategy 3: To shift the paradigm of the providing of teaching and learning according to the concept of developing student's democratic quality by using student's future scenario to specify their learning

Sub-strategy 3.1 Adjust the providing of teaching and learning according to the concept of developing student's democratic ability for individual and democratic ability as a part of society by focusing on learning process as well as learning outcome

Sub-strategy 3.2 Shift the paradigm of the providing of teaching and learning according to the concept of developing student's knowledge on democracy and knowledge for practicing democracy by letting the students be the owner of their knowledge.

Sub-strategy 3.3 Adjust the providing of teaching and learning according to the concept of developing student's democratic ability for individual and democratic ability as a part of society by endorsing the students to assess social morality.

Discussion of research result

1. Conceptual framework

The 3 areas of democratic quality, namely, democratic knowledge, democratic attitudes and democratic ability are agreed with the classic Bloom's three domains of learning: cognitive, affective and psychomotor domains (Unhasuta, n.d.). Hence, these democratic qualities will cover all learning domains to holistically enhancement the student's democratic quality also in all 3 democratic dimensions of democracy; democratic knowledge, democratic attitude, and democratic ability. It is necessary that these 3 areas of democratic qualities are systematically and continuously delivered as agreed with the work of John J. Patrick saying that a good

education for democracy is the systematic connection and integration of basic knowledge, skills, and dispositions in the curriculum and instruction presented to students. (Patrick, 2003)

The research reveals that schools need to reform the 3 key areas of school management, which are: 1) the providing of teaching and learning, 2) the providing of student's enrichment activities, and 3) the providing of learning environment. This agrees with many documents produced by Thailand's Ministry of Education, Office of the Election Commission of Thailand, and Thailand's National Identity Office that in order to promote or enhance democracy in school, various teaching, learning, and enrichment activities need to be employed with the suitable setting of school environment. This also agrees with the work of Patrick (2003) and the research of Xu (2009) which states clearly that the providing of teaching and learning, and the providing of student enrichment activities are crucial for the student's democratic quality enhancement.

2. Current and desirable situations and strengths, weaknesses, opportunities, and threats

The research result of current and desirable situations of school management areas correlate with the findings of strengths and weaknesses of school management areas that the highest means of both situations were for the providing of teaching and learning, followed by the providing of student's enrichment activities of which both are strengths. The lowest mean of school management areas was the providing of learning environment which was also a weakness. The research result disagrees with the study of Jarnpho (2000) that the providing of democratic environment was the highest followed by the providing of teaching and learning and the providing of

student enrichment activities. This could be explained by the launch of 2007 Thailand's constitution which puts a lot of emphasis on providing education to enhance democracy. The launch of a Manual in Providing Learning Democratic Activity produced by the cooperation of Office of The Election Commission of Thailand (2010) and Office of the Basic Education Commission distributed nationwide and could make a positive impact on the providing of teaching and learning as well as the providing of student's enrichment activities. While the economic crisis in Thailand starting in 1998 might have had an impact on school budgeting which results directly in the providing of adequate learning environment. However, it is suggested in the main strategy 3 that providing appropriate learning environment to enhance student' democratic value could be arranged with very little additional use of budget.

The result of the current and desirable situations of student's democratic quality that democratic attitude received the highest mean for both situations followed by democratic knowledge and democratic ability correlates with the strengths and weaknesses of student's democratic quality that democratic attitude is strength while democratic knowledge and democratic ability are weaknesses. This agrees with the study of Wutthisela (2008) that the key problem of democracy enhancement project management is the lack of democratic knowledge. This research result shows that students in Thai schools are ready for high level of democratic attitude, but they are needed to be implemented with democratic knowledge and democratic ability. This idea is shared by Patrick (2003) that all necessary components of a good education for democracy, knowledge, skills, and dispositions, must be continually connected through activities which involve application of knowledge, and through the persistent practice of skills and dispositions.

The analysis of external environment suggested that the highest mean was for government policy while economic environment was the lowest mean. This could be explained by the above mentioned rationale about the launch of new constitution in 2007 and Thailand's economic crisis in 1998. The research result on the opportunities and threats confirms the discussion above as it shows that government policy is an opportunity for the providing of teaching and learning and the providing of student's enrichment activity while is a threat for the providing of learning environment while economic situation is threat for all school management areas.

It is also worth noted that technology situation is a threat for all school management areas. This agrees with the study of Amornrath and Eknarin that schools in Nokon Pathom province face challenges form the external factor in technology situation (Jinda & Bangthamai, 2016). The study shows that although schools are satisfied with the software and hardware provided, they would like to see the improvement on the infrastructure like internet system. Also, the schools prefer the educational service area office to provide technology experts who could give support to schools when they are needed. However, the implementation of infrastructure takes a long time and a lot of investment. As a result, one of the sub-strategies of this research will recommend schools to reinforce the use of personal technology to enhance students' democratic quality.

3. School management strategies

The providing of teaching and learning together with the providing of student's enrichment activities are needed to be maintained by the school management areas since they are strengths of the schools and they have been well supported by government policy, while the providing of learning

environment is the weakness and it is needed to be tackled with little expectation of support from government policy. Social situation could help with the enhancement of providing students' enrichment activities while technology situation is threat for all areas.

Also, although schools did well in nurturing democratic attitude, there is more work to be done on the enhancement of democratic knowledge as well as democratic ability. As a result, each of 3 main strategies which contain 3 sub-strategies has been recommended.

Main strategy 1 – to develop promptly on school's learning environment in order to stimulate student's learning to blast out from the inside, is opted for schools to reconsider the way they set up school's learning environment in order that they could provide enhancement of students' democratic quality with the least additional expense. In order to achieve this, the schools firstly need to reconsider for reducing personal space between people in school as to promote equality and solidarity. Teachers and students should be able to share common areas or cafeteria. Also, schools need to make the learning environment as convenient as possible. Students could be able to access new information and knowledge at their convenience. The schools need to bring the outside (world) knowledge in while encourage the use inside (classroom) knowledge outside. This idea agrees with Marion G. Ben-Jacob, David S. Levin, and Talia K. Ben Jacob (Ben-Jacob, Levin & Ben-Jacob, 2000) that the learning environment in the 21th century will support the learners' active questioning of instruction and content experts as well as receiving information from them. Schools needs to maintain students' democratic attitudes by allowing more space of freedom where students can express their creativity, ideas or criticism of school and community in a constructive way. Having created such provoking physical learning environment, students

learning could be able to blast out from the inside like the 'blast from the inside' human development philosophy of His Majesty the King Bhumibol (Tantivejkul, 2016).

Main strategy 2 - to elevate the providing of student enrichment activities by letting students initiate their learning, has also put emphasis on the enhancement of students' democratic ability and democratic knowledge. It is essential that the schools need to celebrate individual distinction. As it is clearly seen from the research result that social situation only favor the providing of students' enrichment activities. Also, the economic situation is threat for all school management areas. Celebrating individual distinction could help students learn from their peers, family, and community with little additional investment. Also, it is necessary that students take action to decide what and how they want to learn because student-initiated learning activities will keep them focused and enthused. This idea is shared by David L. who says that the obstacle of creating enthusiastic learning atmosphere is the lack of adult faith in students as independent learners (Loader, 2006). In doing so, school could share its partnership with students so that they have a sense of belonging and become more engaged. James J. Appleton agrees with the idea of increasing students' engagement to school academic and social aspects. With their engagement, students could develop their perspectives and experiences which substantially influence on academic and social outcomes (Appleton, Christenson & Furlong, 2008). Furthermore, although the students' democratic attitude is the strength of school management, schools need to ensure that the students regularly review their values and practice multi-perspectives approach of learning as this will enable them to select their right choice in life.

Main strategy 3 - to shift the paradigm of the providing of teaching and learning by using student's future scenario to specify their learning, has opted to enrich students' democratic ability and democratic knowledge. The schools need to reconsider their focus on equating learning process and learning outcomes e.g. use assessment as a part of their learning. Sally Brown also agrees with the idea of reforming assessment so that the students become practice-oriented by using authentic assessment methods (Brown, 2005). Also, it is necessary that students have ownership of their learning in order that they become inquirer of knowledge and keep improving their ability. In doing so, the schools need to reform the curriculum in order to support students' future career which could be totally different from the current career of the teachers. This agrees with the study of David L. that schools not only prepare students for their final exam but for life (Loader, 2006). Using students' own future scenario would stimulate and empower students to take more control of their future. Although it could be considered as a strength, schools still need to maintain and make recognition of students' democratic attitude by putting more recognition through rewarding students' morality as well as their academic achievement. The research of Khuntarose Sanwong shows that moral based thinking result the development in students' morality and ethics (Sanwong, 2010).

Recommendations

This research provided 2 major aspects of recommendations.

1. Recommendations for utilization of research result

1.1 All involved parties and researchers on education and democracy development can be used to verify research framework and to identify their

policy on the providing of teaching and learning, the providing of student enrichment activity, and the providing of learning environment to enable their management in support of student's democratic quality enhancement.

1.2 The executives of Office of the Basic Education Commission, school management team, and related organizations of education provision could consider revising the current national curriculum to help enhance democratic knowledge and democratic ability. The research revealed a need for schools to put more focus on the knowledge about main democracy principles, power, resource distribution, and human rights and civic duty. Also, the schools need to consider developing students' ability to think critically, solve problems constructively, see holistic picture, be flexible and adaptive, be communicative, and be able to integrate benefits.

1.3 The result showed that school community is a strong source for students' democratic quality enhancement which schools need to put more focus on utilizing community resources including local wisdom into clear development plans of schools as for students to gain knowledge, develop their democratic ability as well as positive attitudes.

1.4 All the recommended strategies share the same direction which is to groom students to become independent and prepare them for their future. Hence, all involved organizations and education provisions should arrange for sufficient school administrative and teacher development program in order to prepare them ready for the change.

2. Recommendations for further research

2.1 The research result shows that technology is threat for all school management areas while the current government (2017) announced that Thailand is moving towards the 4.0 era of which technology and innovation

are the core while economic situations are threat to schools in most areas. Hence, further research could consider the possibility to utilize personal technology in school setting. The statistic (Veedvil, 2016) shows that, in 2015, more than 70 percent of the population in each region of Thailand use mobile or smart phones. This could mean a strong potential education source to support schools' enhancement on students' democratic quality.

2.2 The recommended strategies for teaching and learning focus on the reformation of the school assessment. They suggested that school should put more emphasis on the student morality and students' learning process as well as the learning outcome. Hence, further research to support this implementation in different levels would benefit the schools in order to enhance students' democratic quality in the future.

2.3 Although learning environment are weakness and threat for school management, the recommended strategy encourage schools to adjust their school learning environment with the least additional expense to their budget funding. Further research on the practicality of adjusting school's learning environment could be a good tool for schools to use in order to support the student's attaining of necessary democratic quality.

2.4 Research should be conducted to investigate the model or system of school management that integrates among disciplines for developing student's democratic quality which serves to resolve the problems in democracy.

2.5 The data of this research was collected from primary and secondary schools around Thailand. There is still possibility to do comparative or correlation study in various dimensions e.g. school sizes, school regions, school level, etc. These are possibility that strategies could vary depending on the dimension studied.

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