

แนวทางการจัดกิจกรรมและการบริหารจัดการเพื่อพัฒนาคุณภาพชีวิตผู้สูงอายุ  
ของโรงเรียนผู้สูงอายุที่มีผลการปฏิบัติเป็นเลิศ วัดหัวฝาย อำเภอพาน จังหวัดเชียงราย  
A LESSON-LEARNED-CASE STUDY OF ACTIVITIES AND MANAGEMENT  
PROCESS TO IMPROVE THE QUALITY OF LIFE AT THE BEST PRACTICE  
ELDERLY SCHOOL IN HUA FAI TEMPLE, PHAN DISTRICT,  
CHIANG RAI PROVINCE

ประเวศ เวชชะ

PRAWET WETCHA

พุนชัย ยา vierach

PHOONCHAI YAWIRACH

ไพรก รัตนชุวงศ์

PIROP RATTANACHUWONG

สมเกียรติ ตุ่นแก้ว

SOMKIET TUNKAEW

หาญศึก เล็บครุฑ

HANSUEK LEBKRUTE

สุวดี อุปปินใจ

SUWADEE OUPPINJAI

มหาวิทยาลัยราชภัฏเชียงราย

CHIANG RAI RAJABHAT UNIVERSITY

จังหวัดเชียงราย

CHIANG RAI PROVINCE

รับบทความ : 1 มิถุนายน 2563 /ปรับแก้ไข : 13 สิงหาคม 2563/ตอบรับบทความ : 27 สิงหาคม 2563

Received : 1 June 2020 /Revised : 13 August 2020 /Accepted : 27 August 2020

### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแนวทางกิจกรรมและการบริหารจัดการเพื่อพัฒนาคุณภาพชีวิตผู้สูงอายุในโรงเรียนผู้สูงอายุที่มีผลการปฏิบัติเป็นเลิศของวัดหัวฝาย อำเภอพาน จังหวัดเชียงราย เป็นการวิจัยเชิงคุณภาพโดยการวิเคราะห์เอกสารรายงานการจัดการศึกษาของโรงเรียน การสัมภาษณ์เชิงลึก ผู้บริหาร ครู ประธานชมรมผู้สูงอายุ

และผู้เรียนของโรงเรียนรวม 12 คน และการสนทนากลุ่ม ประกอบด้วยผู้บริหาร 1 คน ครู 3 คน ผู้เรียน 3 คน ประธานชมรมผู้สูงอายุ 1 คน รวม 8 คน วิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหาและสรุปสาระสำคัญ ผลการวิจัยพบว่า การจัดกิจกรรมเพื่อการพัฒนาคุณภาพชีวิตของผู้สูงอายุครอบคลุม 4 ด้าน ประกอบด้วย 1) ด้านวิชาชีวิต (4ส) ได้แก่ การเรียนรู้และสามารถใช้ชีวิตอย่างสุข 2) ด้านวิชาชีพ (4ส) ได้แก่ สร้างรายได้ ส่งเสริมสัมมาชีพ สมนุ่มเพร และสินค้า 3) ด้านวิชาการ (4 ส) ได้แก่ ด้านสติปัญญา สุขภาพ การสื่อสาร และสภาพแวดล้อม ด้านวิชาชีพ (4ส) ได้แก่ สร้างรายได้ (สตางค์) ส่งเสริมสัมมาชีพ สมนุ่มเพร และสินค้า โดยมีกระบวนการบริหารและการจัดการที่ยึดหลักการ กระบวนการ และการมีส่วนร่วมของกลุ่มพลังในสังคมและชุมชนมาเป็นที่มمانในการดำเนินงานของโรงเรียนผู้สูงอายุเป็นไปอย่างมีประสิทธิภาพ สอดคล้องกับบริบทและครอบคลุมงานของโรงเรียนทั้งในด้านบริเวณ บริวาร บริการ บริภัณฑ์ บริกรรมกิจและบริกรรมภาระ

**คำสำคัญ :** กิจกรรมและการบริหารจัดการ, การพัฒนาคุณภาพชีวิตผู้สูงอายุ, โรงเรียนผู้สูงอายุ

## ABSTRACT

This research aimed to study the activities and management processes to improve the quality of life at a best practice elderly school in Chiang Rai Province in order to recommend the educational management guidelines for other elderly schools in Chiang Rai. A qualitative approach was utilized with the following three phases: 1) Analyzed a yearly report of the educational management processes of the elderly school; 2) Used an in-depth interviews with 12 people at the elderly school, including school administrator, teachers, learners and the elderly club chairperson; and 3) Conducted a focus group discussion with 8 representatives of the school consisting of 1 school administrator, 3 teachers, 3 students, and 1 elderly club chairperson. Data were analyzed by a content analysis method. The main findings showed that the organized activities used for life quality improvement of the elderly covered the following aspects: 1) Life activities, including mindfulness and concentration, comfortable activities, social work activities, and the welfare of the group of elderly; 2) Professional life, including income creation, career promotion, herbs and products; 3) Academic aspects, including intelligence, health, communication and professional environment. The administrative and management processes adhered to principles, process, and participation of the society power and community team. Finally, the staff effectively implemented the elderly school's tasks associated with the contexts and goals of the school in terms of context, area, supporting staff, services equipment, activities and meditation.

**Keywords :** Activity and management process, Elderly quality of life, Elderly school

## INTRODUCTION

Since the beginning of the 2000 millennium, the scrutiny of global populations has taken center stage and includes issues of the aging population and the phenomenon of decrease world birth rates. The Foundation of the Thai Elderly Research and Development Institute (PSU) reported

on the situation of the elderly and stated that in 2015 the world population was 7,349 million people. Of these, the population of those 60 years of age or older was about 901 million people or 12 percent of the total population. It can be said that the population of the whole world has entered into the dominance of an aging society. Overall, ASEAN has a population of approximately 59 million people aged 60 years and over or representing 9 percent of the total population. ASEAN countries that meet the criteria of being an aging society have 3 countries in total. They include Singapore with 18 percent, Thailand with 16 percent and Vietnam with 10 percent. The main issue now is that the Thai population is very advanced. Thailand has become an aging society since 2005 and the proportion of the population aged 60 years and above is as high as 10 percent. The aging population is increasing at a very fast rate, which is higher than 4 percent per year. According to the population forecast from the Office of the National Economic and Social Development Board of Thailand, Thailand will become a completely mature society, with a proportion of the population aged 60 years and up to reach 20 percent. In 2021, Thailand will be a top-class aging society when the proportion of the population aged 60 years and above becomes as high as 28 percent. In the year 2031, The aging population will likely increase rapidly, causing the country to have higher welfare expenditures for the elderly. Families will bear the burden of caring for the elderly. There is also the risk of illness, chronic diseases and having disabilities (Foundation of Thai Gerontology Research and Development institute, 2015, pp. 18-27).

The elderly school is an innovative school that is the key to addressing the Thai elderly situation as mentioned above. This is another form of educational management that aims to provide knowledge and understanding to the Thai elderly concerning matters that are important to their lives. The emergence of this elderly school is in line with the National Elderly Plan No. 2 (2002-2021), Revised No. 1 (2009) and the Elderly Act, 2003, Policy proposals in the Stage of the National Elderly Conference, 2010 and 2013. Also, there are many national plans that focus on education, lifelong learning and continuous development of human potential and participation in social activities and access to useful information (Department of Elderly Affairs, 2016, pp. 2-4).

Chiang Rai Province is one of the provinces that follow the government's policy, with many other organizations and agencies that specifically work to establish elderly schools, and first starting with the elderly school in Hua Ngom Subdistrict, Chiang Rai Province of 2010 and later with local government temples and volunteer groups in various communities who have followed by establishing other schools. According to the data of 2018, there are 121 elderly schools which are located in all districts (18 districts) and 115 sub-districts of total of 143 districts in Chiang Rai. In addition, there is an establishment of a network of elderly schools for strengthening the power to drive the education management of the elderly schools in Chiang Rai Province to have better quality. The elderly total 19,244 people from the total population of 184,793, and represent only 10 percent of the total population. In addition, it was found that the operation committee of the elderly

school aimed to develop the educational management model, curriculum development and various learning activities for the purpose of being the elderly school model for improving the educational quality development in elderly schools. (Office of Social Development and Human Security, Chiang Rai province, 2018, pp. 2-3).

Therefore, this study has two aims. First is to study the condition of the educational management of the outstanding elderly school in Chiang Rai Province. Second is to study and examine the excellent elderly school in educational management and to determine and develop a model for developing guidelines for establishing other elderly schools in the future in order to meet the needs of changing trend of elderly in the future.

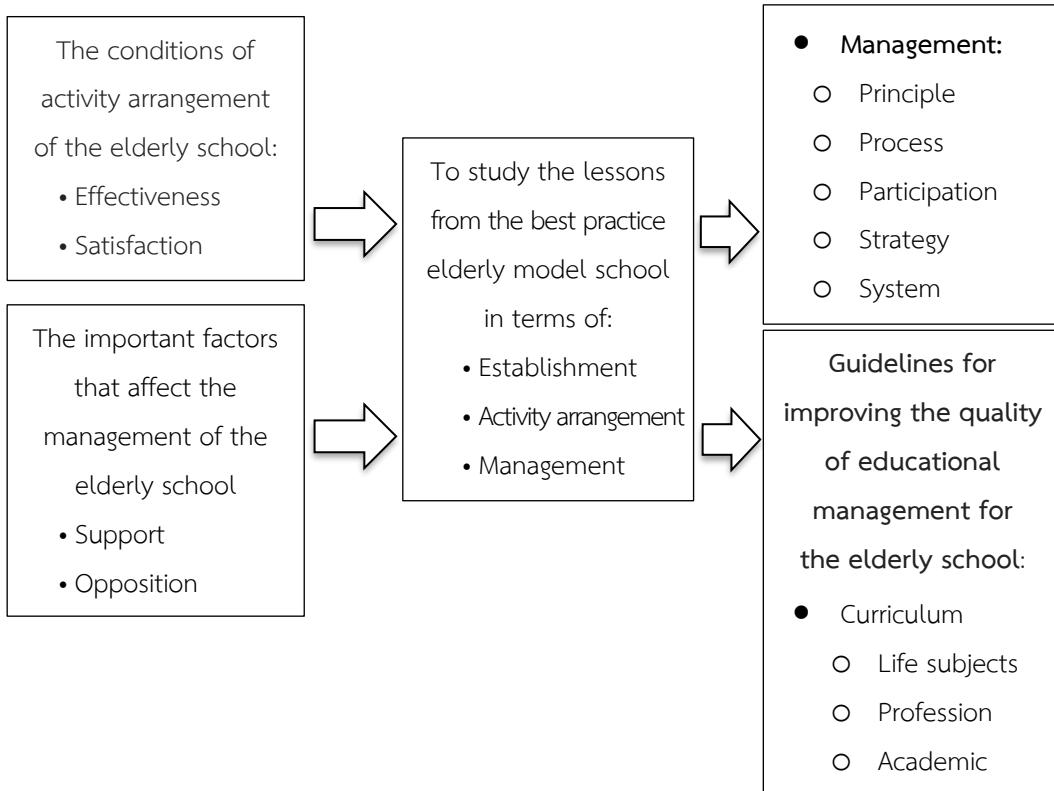
## RESEARCH OBJECTIVES

To study the activities and management process to improve the quality of life at a best practice elderly school in Chiang Rai Province in order to be the educational management guidelines for other elderly schools in Chiang Rai.

## RESEARCH BENEFITS

The theories and concepts related to the present study were reviewed and defined as depicted in Figure 1.

1. It studies the lessons of the activities for the elderly development of the school by focusing on the effectiveness of educational management for the elderly school both the successes and the points of development in order to promote their quality of life and long life learning management of the elderly, self-development, self-care and protection of elderly rights, and strengthen the health of the elderly both physically and mentally. Elderly should be promoted to create and contribute their potentials and wisdoms to the community and society, and accepted fulfill their local wisdom and inherit thier culture (Department of the Elderly, 2016, p. 6). It is also aimed to study the important factors that support and oppose the quality of the activities of the elderly school in Chiang Rai both in terms of resources, management, policy, authority, morality, society, planning, organizing, staffing, directing, co-ordinating, reporting, and budgeting. The factors and limitations of the arrangement of activities are also included in this study in order to study the lessons from the best practice elderly model school from the beginning ideas of establishing elderly school and management processes of the difficulties until it became a best practice model school with the purpose to develop or improve educational management for other elderly schools.



**Figure 1** Conceptual framework of the study

2. The designation of the activity learning model for the elderly school is based on the participatory principles. The local communities are gathered at their local temples in order to build the cooperation among their communities with the purpose of establishing an elderly school. This approach enable them to establish the convention of cooperation and proper direction of elderly school development associated with the contexts of their ways of life, traditions, and ethnical culture in the rural areas which will raise the power of development and encouragement, especially in the activities for improving the quality of life for the elderly, which is an important core in the development of the elderly. It is essential to have the participation of many related parties and should focus on the management of the school to achieve the objectives of the elderly school.

Therefore, the guidelines for organizing activities to improve the quality of life under the professional life courses and academic should be maximized for the benefits for the management that is based on the principles, processes, and participation of people in order to make education more effective.

## RESEARCH METHODOLOGY

This research is a qualitative research which has been conducted from November 2017 to May 2018 as follows:

### 1. Data collection

1.1 Analyzed a yearly report of the educational management of the elderly school with excellent performance received the award from the network of elderly schools in Chiang Rai province.

1.2 Used the in-depth interviews with 12 people that selected by purposed sampling at the elderly school including school administrator, teachers, learners and the elderly club chairperson.

1.3 Applied the focus group discussion with 8 representatives of the school that selected by purposed sampling consisting of 1 school administrator, 3 teachers, 3 students, and 1 elderly club chairperson from the activities for the elderly school network seminar in Chiang Rai Province for the year of 2018 (27-28 April 2018).

### 2. Data analysis

Holistic analysis was used to analyze the data of the study for the whole picture of the education management of the elderly school. In terms of embedded analysis, it was employed to analyze the data from various aspects of the sub-units related to the purpose of the study.

## RESEARCH RESULTS

### 1. Activities

The school has organized activities to develop professional and academic life subjects as follows:

**1.1 Life subjects (50%)** refers to knowledge and skills that are useful to the elderly in applying to use in daily life in order to live in society with happiness, covering 4 areas: 1) consciousness:organize teaching and learning activities that helps to promote activities the development of mindfulness and concentration by providing activities mainly related to religion such as Buddhist Dhamma Practice, Lanna Buddhist hymnal Mental development, spiritual prayer, emotional activities (meditation practice), meditation practice and respectable religious practices, memory practices by watching, seeing, hearing and touching as well as organizing activities to respect the national flag in the morning and praying for compassion before entering the classroom; 2) Peace of mind: organize teaching and learning activities that are recreational activities in order to promote the health of the elderly to be comfortable and happy, based on 6 principles of happiness (food, exercise, emotions, health, environment, disease, gamble); 3) Social work: organize social activities to help the elderly themselves in terms of providing an opportunity for them to visit each other by organizing integrated activities with their local village

activities; and 4) Welfare: establish the elderly school fund for the benefit of essential activities such as cremation expenses, providing financial welfare, organizing assisting activities for the underprivileged in the community.

1.2 Profession (30%) refers to the supporting activities for creating knowledge for professional skills that are suitable for the elderly. These cover 4 areas: 1) Creating income: There are some income for the elderly who come to study which mainly comes from the products resulting from various teaching and learning activities in order to distribute or create additional value; 2) Professional skills: the teaching and learning activities have a fundamental purpose to promote the elderly in terms of job creation by promoting a career that takes into account the context and potential of the elderly; 3) Herbs: the activities also promote knowledge about herbs that can be used in health care and daily life benefits; and 4) Products: the products should be designed to show the identity of the community and local wisdom in order to increase the economic value and qualify for exporting.

1.3 Academic (20%) refers to creating knowledge and understanding in various matters that are related to 4 areas: 1) Intelligence: There is an academic teaching to develop intelligence for the elderly without emphasizing the content too much; 2) Health: There are teaching and learning activities related to health education such as how to take care of their health, exercise, elderly health examination, and healthy elderly promotion activities; 3) Communication: There are teaching and learning related to communication to enhance communication skills. Building relationships among the elderly Promoting literacy, such as storytelling activities Language learning and communication Emergency communication Internet use and social media; 4) Environment: There are activities to promote knowledge about how to take care of the environment, nature and environmental conservation activities in order to prepare them to get ready for coping and preventing various disasters according to the philosophy of sufficiency economy.

## **2. Process and management of activities for improving the quality of life**

### **2.1 Management based on principles 3P: Principle, Process, Participatory**

2.1.1 Principle: There is a management of the elderly school to get quality with the following principles: 1) Principles of quality for adhering and qualifying educational management for maximum benefit to learners; 2) Principles of readiness by analyzing learners whether they are ready about the principles of knowledge on basic skills of the activities; 3) Support principles, there is a good support on services for organizing activities such as development budget for media technology, materials, equipment, buildings, learning center as well as having an academic atmosphere to support the pursuit of knowledge and social atmosphere in order to improve the social skills of learners; 4) Performance Principle, there is a management program that is economical and beneficial; 5) Responsibility Principle is committed and willing to work fully to

achieve success; 6) Moral Principles adhere to goodness, goodness, being a good model, honesty, sincerity, diligence, patience in operation; 7) Principles of Participation provide opportunities for those involved both inside and outside the school to participate in all stages of educational management; and 8) Evaluation Principles, there are various methods of evaluating activities to be used for continuous quality improvement.

2.1.2 Process: the educational management of the elderly school was developed according to the following important steps: 1) Planning the activities into practice that lead to the highest benefits for the elderly people; 2) Implementing the planned activities by Instructors, guest speakers, and elderly have a role to get involved in proceeding the activities appropriately with the situation; 3) Promoting the use of curriculum. The administrators properly support the operations of the elderly according to the contexts and limitations of the learning activities, knowledge, and different needs; 4) Supervising and following-up the use of curriculum to ensure the effectiveness and efficiency of education management; 5) Evaluating the use of curriculum in order to use the data to improve the planned activities for educational management.

2.1.3 Participatory: The operation of the elderly school relies on the participation of power from all sectors in the society and local community. Each of them are described as follows: 1) Elderly school has a representative selected as a committee from the local community to make the school's work progress and sustainable; 2) Elderly clubs in the community are the main coordinator in creating activities between schools and elderly clubs members in the community; 3) Local administrative organizations such as sub-district administrative organizations and municipality help and support the implementation of school's works, cooperation, and budget for organizing activities in the elderly school; 4) Social power networks include public and private organizations in the community and Provincial Social Development and Human Security Office, District Education Department, Sub-district Health Promoting Hospital, religious leaders, Protection Center for the Destitute and volunteers helps to organize activities for the effective development of life in both academic subjects and professional life. This creates the effectiveness according to the aims of educational management for elderly school.

2.2 The mechanism for activities development was found to have 3S: Strategy, System, Staff as follows:

2.2.1 Strategy: The school operation strategy is based on the use of local social and community power adhering to the highest efficiency that will create effectiveness for elderly in the school. There is a development of the school's visions including researching and evaluation in order to continuously improve the quality of the school.

2.2.2 System: The school has developed an activity organizational system for improving the quality of life subjects, professional and academic life and develop an appropriate counseling system for the elderly.

2.2.3 Staff: The school has the designation of the administrative structure and staff in order to help and responsible on the development of quality of life subjects, professional and academic life according the aims of the school. In addition, the designed staff focuses on organizing voluntary activities for the elderly due to the limitations of budget.

## DISCUSSION

1. The Hua Fai Temple model elderly school reflects both excellence and top quality management deserving of being a model for others to follow. It shows how local communities can solve social problems concerning the elderly successfully and definitely can be used by others for the future. This model clearly shows that different organizations and community organizations have collaboratively support policies for qualifying the elderly school as a key to effectively preparing people for the aging society. (Kammanee, 2019, online) However, considering the number of elderly people attending school which is about 10 percent, indicating a small amount if comparing to the total of 90% of the elderly that have not yet entered the process of developing in the elderly school. Hence, various organizations in the community are very important and helpful to widen the elderly's vision to accept the importance and interest of education.

The use of networks for developing the elderly school is coordinated in at least three areas together, including the elderly club itself, a group of local government organizations and the network from outside the community. These three interactions will help to sustain the existence and support of the development network among people in different ages, which will help to increase the role and public space of the elderly as needed from concrete help to abstract help and later on will eventually become a strong and sustainable network of the community (Rafel, 2019, online).

2. The findings of the school management covering the contexts of the area, services, staff, products, activities, and mediation are based on the principles that should make the administration of the elderly school more complete on the basis of religious principles. This is consistent with the vision of the elderly school that has been established by Buddhist temples. It also implies that the temple is an important center of the spiritual community and truly closes to the elderly (Prachuabmoh, 2019, online).

Moreover, the findings found the framework for the development of educational management in the elderly schools in Chiang Rai under the concept of life subjects (consciousness, comfort, social welfare and professional welfare), profession (making income, herbs, products and academic) and academic (intelligence, health, communication and environment). This framework is an important basis leading to organizing activities and to improve the quality of life of the elderly school in the future, especially the use as a model for the elderly school of Chiang Rai by using principles, processes and participation to drive strategies System and team together.

## SUGGESTIONS

The results of the study will be beneficial for developing people both in individual and social levels. Suggestions of the present study are described as follows:

1. Suggestion for the National policy: the government should promote school activities which support the development of elderly. It is a social management system that promote social security in order to meet the basic needs of people and raise a good quality of life through self-reliant, in accordance with the standards of education, health, housing, recreation, human dignity, and the rights that people should receive or participate in social welfare by the supporting of policies and budget implementation under the framework of the Social Welfare Promotion Act BE 2546 followed up by the government.

2. Suggestion for the policy recommendations at the local level: the network related to elderly development should introduce a conceptual framework for the development of health promotion activities for the elderly school covering life subjects, professional and academic aspects in order to lead to further development and further progress of the school for the elderly.

## ACKNOWLEDGEMENTS

This research was funded with research funds from the National Research Council of Thailand, fiscal year 2018.

## REFERENCES

Department of Elderly Affairs. (2016). *The Manual of Elderly School*. Retrieved January 31, 2019, from [http://www.dop.go.th/download/formdownload/download\\_th\\_20161706112607\\_2.pdf](http://www.dop.go.th/download/formdownload/download_th_20161706112607_2.pdf) (In Thai)

Foundation of Thai Gerontology Research and Development institute. (2015). *The situation of Thai elderly*. Bangkok : Institute for Population and Social Research, Mahidol University. (In Thai)

Kammanee, M. (2019). *Suggestions on measures to promote cooperation between public and private organizations working for the elderly*. Retrieved January 31, 2019, from <http://hp.anamai.moph.go.th/soongwai/statics/about/network/topic005.php> (In Thai)

Office of Social Development and Human Security, Chiang Rai Province. (2018). *The information of Elderly School in Chiang Rai Province*. Chiang Rai : n.p. (In Thai)

Prachuabmoh, V. (2019). *Elderly in Thailand: trends characteristics and problems*. Retrieved August 14, 2019, from <http://hp.anamai.moph.go.th/soongwai/statics/about/soongwai/topic004.php> (In Thai)

Rafel, U. M. (2019). *Partnership for Health: A New Health Vision In South East Asia Region*. Retrieved August 14, 2019, from <http://hp.anamai.moph.go.th/soongwai/statics/about/network/topic004.php> (In Thai)

## ผู้เขียนบทความ

ผู้ช่วยศาสตราจารย์ ดร.ประเวศ เวชชา

อาจารย์ประจำคณะครุศาสตร์

E-mail: em\_prawet\_w@crru.ac.th

ผู้ช่วยศาสตราจารย์ ดร.พุนชัย ยาริราช

อาจารย์ประจำคณะครุศาสตร์

E-mail: phoonchaiya@crru.ac.th

ผู้ช่วยศาสตราจารย์ ดร.ไพรก รัตนชุวงศ์

อาจารย์ประจำคณะครุศาสตร์

E-mail: captpairop@gmail.com

ผู้ช่วยศาสตราจารย์ ดร.สุวัตติ อุปปินใจ

อาจารย์ประจำคณะครุศาสตร์

E-mail: suwadee123@gmail.com

อาจารย์ ดร.สมเกียรติ ตุ่นแก้ว

อาจารย์ประจำคณะครุศาสตร์

E-mail: Somkiet.tun@crru.ac.th

อาจารย์ ดร.ทัญศึก เล็บครุฑ

อาจารย์ประจำคณะครุศาสตร์

E-mail: education.cr22@gmail.com

มหาวิทยาลัยราชภัฏเชียงราย

เลขที่ 80 หมู่ที่ 9 ตำบลบ้านดู่ อำเภอเมือง

จังหวัดเชียงราย 57100