

## Innovative Quality Management for Returning Teachers to the Classroom: Case study Banphai Pratomsuksa School

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### Abstract

This research aims to propose a theoretical framework for quality management regarding the “Returning Teachers to the Classroom” innovation. Utilizing grounded theory methodology, the study was conducted at Banphai Prathomsuksa School. Data were collected through in-depth, semi-structured interviews, observations, and field notes from 19 purposively selected key informants, including school administrators, committee members, teachers, guardians, and students. Qualitative data analysis was performed through analytic induction and theoretical sensitivity following a four-step process. The findings reveal that innovative quality management for returning teachers to the classroom comprises five core pillars: (1) establishing clear policies, (2) creating shared understanding, (3) fostering supportive environments, (4) enhancing teacher capacity through Professional Learning Communities (PLCs), and (5) cultivating a positive organizational culture. Furthermore, the framework highlights strategic collaboration, driven by causal conditions like reducing non-classroom duties. Contextual and intervening conditions include managing parental expectations and securing institutional support. Ultimately, these interconnected factors yield significant consequential outcomes, including improved student learning quality, enhanced teacher job satisfaction, and increased trust from parents and the community in the school.

**Keywords:** quality management; innovation of returning teachers to the classroom; grounded theory

### Introduction

In the 21st century, the era of globalization, nations are engaged in intense competition spanning technology, science, society, economics, and politics. These dimensions are critical drivers in advancing a country toward global superpower status. Exemplary nations such as China, Taiwan, and Japan have demonstrated that a fundamental factor in national prosperity is a robust education system, with a specific emphasis on teacher development. This focus

directly influences the development of children and youth, who serve as the essential mechanisms for national progress. A commonality among these nations is the strict prioritization of teaching duties, ensuring that educators are not burdened with auxiliary tasks that do not contribute to instructional quality (Sudrung & Thanomphongchat, 2018).

Conversely, the Thai educational system frequently diverts teachers toward non-essential administrative functions outside their primary classroom responsibilities. This aligns with findings from the Quality Learning Foundation (2014) which state that Thai teachers are significantly distracted by non-instructional activities, thereby adversely affecting student outcomes. In a typical academic year of 200 days, teachers spend up to 84 weekdays equivalent to 42% of the term on external activities unrelated to teaching. In response, the Ministry of Education (2023) introduced the “Learn Well, Be Happy” policy, which includes a key focus on reducing the burdens of teachers and educational personnel. However, this initiative primarily addresses the reduction of bureaucratic steps and documentation for professional appraisals, failing to fully resolve the core underlying issues.

Consequently, the most viable solution lies in returning to fundamental principles: “Returning Teachers to the Classroom.” This involves eliminating unnecessary workloads to allow educators to perform their authentic roles in teaching and mentoring. Sirirungthepree (2014) outlined standards for 21st-century teacher development, suggesting a shift from traditional training-centered approaches toward school-based professional development. Strategies include implementing knowledge management systems, establishing Professional Learning Communities (PLC), creating teacher learning clinics, and enhancing internal supervision. Similarly, Sudrung & Thanomwongchat (2018) proposed that resolving these issues requires returning teachers to the classroom to focus solely on instructional duties and student welfare, thereby ensuring higher academic achievement. This transition must be supported by specialized personnel dedicated to administrative, financial, and procurement tasks. Ultimately, the effectiveness of this approach does not rest solely with the teachers, but depends on school-level administrative policies, making school administrators the most pivotal figures in this transformation.

Based on the aforementioned context, the research team conducted a study on a prototype school for quality management through the “Returning Teachers to the Classroom” innovation. The selected institution demonstrates a prominent implementation of this innovation, characterized by transparent work processes, clear operational guidelines, and recognition from its parent organization, parents, and the community. The research site is Ban Phai Prathomsueksa School in Khon Kaen Province. This study employed a Grounded Theory methodology a form of qualitative research utilizing an inductive approach. This involved studying a specific research site and purposively selected informants to analyze and derive theoretical explanations that can describe similar phenomena in comparable contexts within a specific scope.

The research team synthesized the findings into a causal relationship model, illustrating the characteristics of quality management through the “Returning Teachers to the Classroom” innovation. This includes causal conditions, contextual conditions, intervening conditions, strategies employed, and resulting consequences. The data derived from this study are intended to serve as foundational information for those interested in expanding the body of knowledge through other research methodologies in the future.

## Objectives

To propose a theoretical conclusion on quality management through the 'Returning Teachers to the Classroom' innovation: A case study of Banphai Prathomsuksa School.

## Conceptual Framework

The research team synthesized the conceptual framework regarding “Quality Management” and “Returning Teachers to the Classroom Innovation” from various scholarly sources. The conclusions are as follows: Quality Management is defined as the management of quality systems wherein all internal and external stakeholders assume full responsibility for their respective roles. Returning Teachers to the Classroom Innovation refers to the reduction of teachers' non-essential workloads, the streamlining of internal and external evaluations, and the elimination of redundant training sessions conducted by external agencies. This innovation further encompasses the adequate allocation of teaching personnel, ensuring teachers are assigned to their fields of specialization or expertise, and restricting their responsibilities solely to classroom instruction and student mentorship. Based on these definitions, the conceptual framework for quality management through the “Returning Teachers to the Classroom” innovation focuses on the following dimensions:

1. Characteristics of Quality Management: Examining the “Returning Teachers to the Classroom” innovation through the perspectives of those experiencing the phenomenon, leading to the definition and significance of the innovation.
2. Causal Conditions: Investigating the constituent factors and how these conditions maintain a logical and causal relationship with quality management through the innovation.
3. Contextual Conditions: Analyzing the specific contextual factors that influence the implementation of strategies.
4. Intervening Conditions: Identifying factors or conditions that impact the strategies employed and determining the causal relationships between these conditions and the strategies.
5. Operational Strategies: Studying how the educational institution’s quality management practices contribute to the success of the “Returning Teachers to the Classroom” innovation.
6. Consequences: Evaluating the outcomes resulting from the employed strategies at both the individual and organizational levels.

The research team collected comprehensive data to facilitate the development of a Grounded Theory that reflects reality as accurately as possible. Data were gathered from educational institutions, experts, and relevant stakeholders in alignment with the research objectives and questions. Utilizing Grounded Theory methodology, the researchers analyzed data obtained through in-depth interviews, observations, field notes, and documentary analysis to derive theoretical conclusions. The conceptual framework for this Grounded Theory research follows the paradigm proposed by Strauss & Corbin (1990) as illustrated in Figure 1.

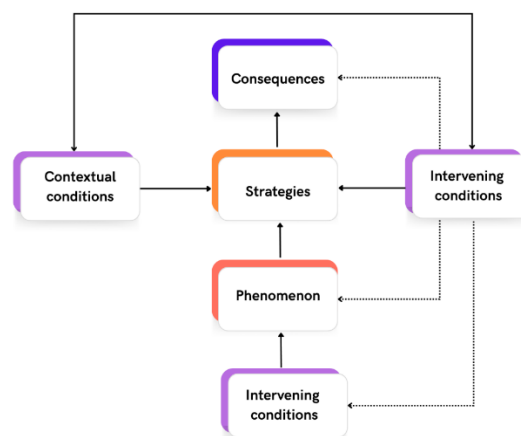


**Figure 1.** Research Conceptual Framework

## Methodology

### Research Site and Key Informants

The research team employed a purposive selection process to identify an educational institution that met the specified criteria, specifically one exhibiting a prominent phenomenon in administration through the “Returning Teachers to Classrooms” innovation. The selected site was Ban Phai Prathomsueksa School, under the Khon Kaen Primary Educational Service Area Office 2. This institution was distinguished by its academic excellence, achieving Ordinary National Educational Test (O-NET) scores consistently higher than the national average across all subject groups, including students who attained a perfect score of 100 in Mathematics. Upon identifying the research site, the researchers conducted an in-depth study of the school’s context through a comprehensive review of relevant documents and literature, as guided by the research advisor. Subsequently, a semi-structured interview was developed as the primary research instrument. Following a rigorous validation process by experts to ensure accuracy and content validity, the researchers conducted fieldwork to gather data from key informants selected through purposive sampling. These informants, all of whom were directly involved in the studied phenomenon or the institution, comprised a total of 19 participants. The group included two members of the School Board, three current school administrators, and one former administrator. Additionally, the study engaged five teachers with over five years of professional experience, two parents, and six students from Grades 4–6.

### Research Instruments

The research instruments employed in this study consist of three types:

1. Semi-structured Interview: The key informants comprised a total of 19 participants, including 2 school board members, 3 school administrators, 1 former school administrator, 5 teachers with over five years of teaching experience, 2 parents, and 6 students from Grades 4–6.

2. Observation and Field Notes: This involved non-participant observation focused on administrative practices and classroom instruction. Data were collected through observing, recording, and reflecting on the experiences gained within the research site (Chuto, 2002).

3. Document Analysis: This involved the study and analysis of both primary and secondary documents relevant to the research objectives.

The data collected were validated using theoretical triangulation (Noppakesorn, 2005) to ensure consistency across multiple sources. Subsequently, the data were subjected to content analysis and synthesized using analytic induction. Throughout the data collection process, the researcher utilized auxiliary tools to facilitate the interviews, including mobile phones for photography and audio recording, video cameras, and field notebooks.

### Data Collection

1. Preparation: The researcher developed an interview guide, which was subsequently reviewed by the thesis advisor for validity and appropriateness. Preliminary fieldwork and a contextual study of the research site were conducted in August 2024.

2. Data Collection and Periodic Analysis: Data collection was carried out in the field on a weekly basis throughout August 2024, with supplementary data gathering continuing through September 2024. Concurrent data analysis was performed during this period.

3. Fieldwork Methods: Data collection utilized three primary qualitative techniques:

- 3.1) Semi-structured Interview: The research team conducted interviews using a semi-structured format. Questions were sequenced logically to ensure a coherent flow of information, allowing key informants to systematically recount their experiences and

perspectives. Throughout the process, the researchers maintained rapport through active listening and capturing core issues without direct or indirect bias. Each session concluded with an expression of gratitude for the informant's cooperation. Permission was obtained for video and audio recording to facilitate accurate data transcription. These interviews were conducted from August to September 2024.

3.2) Observation and Field Notes: Upon entering the research site, the team performed non-participant observations and recorded field notes. This process utilized a structured field note form to document classroom activities, instructional methods, and the school environment. The data obtained were continuously analyzed to test emerging hypotheses.

3.3) Documentary Study: Both primary and secondary documents were examined to provide a comprehensive view of the phenomena and the institutional context. Document analysis and statistical data ensured consistency and provided factual depth. The research team utilized a summary record form to verify the accuracy of each document. These findings were integrated with the interview data to enhance the understanding of the studied phenomena during September 2024.

The data collection process, based on the Grounded Theory methodology, required all research stages to be executed in a coherent and concurrent manner. For instance, semi-structured interviews and field notes were conducted simultaneously. This study was guided by theoretical propositions emerging from the data collection, which continued until the research team achieved confidence that additional data analysis would no longer yield new conceptual insights or modifications to existing propositions. This state is defined as theoretical saturation, at which point the data collection process was concluded. Subsequently, the video and audio recordings were transcribed for content analysis, followed by the application of analytic induction to synthesize the findings and develop theoretical conclusions.

## Data Analysis

Qualitative data analysis was conducted using analytic induction, which proceeded concurrently with observations, field note recording, and the conclusion of in-depth interviews. The researcher immediately transcribed field notes and interview recordings to capture detailed insights. Subsequently, the data were thoroughly reviewed and analyzed to determine their underlying meanings and identify key themes, guided by theoretical sensitivity. According to the framework by Strauss and Corbin (1998, as cited in Pothiwat, 2005), the data analysis process consists of the following four stages:

1. Open Coding: This stage involves systematically organizing data derived from observations, field notes, in-depth interviews, focus group discussions, and relevant documents into a written format for initial conceptualization.

2. Axial Coding: The researcher reviews the entire dataset to categorize data based on the properties and dimensions of each emerging concept, establishing connections between categories and subcategories.

3. Selective Coding: This involves interpreting the data and providing descriptive explanations regarding conditions, contexts, relationships, and the processes of the phenomena. This stage relies heavily on theoretical sensitivity gained from the review of literature, theories, and related research.

4. Development of a Theory (Theoretical Coding): The final stage involves developing theoretical concepts to bridge the empirical data with theoretical frameworks. This leads to the formulation of propositions and the construction of a grounded theory.

## Conclusion

The study on Quality Management through the “Returning Teachers to Classrooms” Innovation can be synthesized into the following theoretical conclusions:

1. Characteristics of Quality Management through the Innovation: The implementation can be categorized into five key dimensions:

1) Policy Formulation: School administrators must effectively translate Ministry of Education policies into school-level practices. The primary objective is to reintegrate teachers into their classrooms, ensuring they perform their instructional duties to their full potential without the interference of non-teaching administrative burdens.

2) Strategic Communication and Consensus Building: Both formal and informal meetings are essential for aligning goals between administrators and faculty. Clear communication fosters a shared understanding of the “Returning Teachers to Classrooms” initiative, thereby strengthening teamwork and a collaborative working culture.

3) Environmental Design and Resource Support: Effective management involves establishing a clear organizational structure (such as grade-level clusters) and optimizing the faculty environment to be conducive to productivity. Balancing workloads and allocating resources appropriately are critical factors that enhance collaborative efficiency.

4) Teacher Professional Development: Enhancing pedagogical competencies is achieved through the establishment of Professional Learning Communities (PLC). These platforms allow educators to exchange experiences, share best practices, and collectively improve instructional quality.

5) Cultivating Organizational Culture: The successful integration of this innovation leads to a robust organizational culture. This results in shared values centered on instructional excellence, which ultimately drives the sustainable improvement of educational quality.

### 2. Operational Strategies

The operational strategies are characterized by the following five dimensions:

1) Shared Vision and Policy Formulation: School administrators, in collaboration with faculty and staff, establish clear policies and a continuous shared vision focused on educational quality. These well-defined policies ensure that all stakeholders understand the core objective: reducing teachers’ non-teaching workloads to maximize instructional time.

2) Structural and Support System Organization: The academic department plays a pivotal role in planning and streamlining non-instructional tasks. An administrative structure based on grade-level clusters is implemented to ensure clarity in workload management and supervision. Grade-level heads are responsible for coordinating substitute teaching in cases of teacher absence or external assignments. Furthermore, the school provides a conducive working environment, supplies necessary materials and equipment for instructional media, and introduces innovative practices to promote collaborative learning among teachers.

3) Teacher Capacity Building: This strategy emphasizes utilizing the classroom as the primary site for pedagogical refinement. Teachers receive continuous support and guidance to enhance their instructional skills through authentic practice. The promotion of Professional Learning Communities (PLC) fosters a collaborative network where educators exchange knowledge, experiences, and diverse pedagogical approaches. Assigning teachers to subjects aligned with their expertise further enhances instructional efficiency, while an open communication climate encourages the ongoing development of varied teaching methodologies.

4) Time and Task Management: Achieving a balance between administrative duties and instructional responsibilities is critical. Administrators must actively reduce bureaucratic paperwork and non-essential activities, enabling teachers to dedicate their full capacity to lesson preparation and student welfare. Additionally, administrators must maintain effective communication with the Primary Educational Service Area Office to ensure alignment with school development goals.

5) Monitoring and Instructional Quality Development: A consistent monitoring system-implemented through classroom supervision and performance evaluation-allows administrators and teachers to continuously refine instructional practices. This ensures that teaching and learning remain high-quality and strictly aligned with the established educational objectives.

### 3. Causal Conditions

The causal conditions driving quality management through the “Returning Teachers to Classrooms” innovation emerge from three distinct levels:

1) Individual Level: School administrators possess a clear vision and recognize the paramount importance of instructional development. Through transformational leadership, administrators inspire faculty and staff to adapt and improve. Teachers express a significant need for increased instructional time to deliver high-quality learning experiences. The shared value of effective collaboration further motivates the personnel to work toward goal-oriented student development and sustainable learning outcomes.

2) Institutional Level: The school strictly adheres to the Ministry of Education's policies, focusing on pedagogical enhancement and the reduction of non-teaching workloads. In response to global educational shifts-such as technological integration and Active Learning-the school aims to increase student enrollment. Reclaiming instructional time elevates teaching quality, fosters parental trust, and significantly improves student academic achievement.

3) Community Level: A strong school-community relationship is vital for success. Consistent communication and rapport-building secure diverse support in terms of resources and manpower. As parents and the community hold high expectations for instructional quality and campus safety, the successful implementation of this policy demonstrates administrative efficiency, thereby strengthening public confidence in the school's educational system.

### 4. Contextual Conditions

The context influencing the innovation includes:

1) Competitive Environment: As a public school surrounded by private institutions, the school faces high expectations and competitive pressures. This environment necessitates continuous pedagogical improvement to maintain institutional standing and educational excellence.

2) Stakeholder Expectations: The school must remain responsive to parental expectations regarding student care and academic rigor. Parents expect teachers to be fully committed to the classroom; thus, this innovation serves as a quality assurance mechanism that increases parental confidence.

3) Collaborative Synergy: Efficient collaboration among faculty members acts as a fundamental catalyst for instructional reform, fostering a culture of professional exchange and collective growth.

### 5. Intervening Conditions

The factors that facilitate or moderate the process include:

1) Decisive Leadership: Administrators exhibit clear leadership and a visionary approach, guiding the organization toward an environment that prioritizes instructional delivery and holistic student development.

2) Institutional Support: Ongoing support from the Primary Educational Service Area Office in terms of policy alignment and resource allocation ensures the effective execution of the initiative.

3) Administrative Professionalism: The expertise of administrators in strategic planning, communication, and resource management promotes organizational sustainability and strengthens the collaborative framework of the school.

#### 6. Consequences

The outcomes of the implementation are categorized into three dimensions:

1) Student Dimension: Students receive full instructional engagement, resulting in higher learning satisfaction and improved academic achievement. There is a marked improvement in teacher-student rapport, as well as the manifestation of moral conduct, ethics, and disciplined behavior.

2) Teacher Dimension: Educators are empowered to design comprehensive learning activities and deliver efficient instruction. This leads to improved classroom interactions, reduced occupational stress, and increased job satisfaction. A shared professional value of “full-time teaching” and continuous instructional improvement is established.

3) Organizational Dimension: The school gains significant trust and cooperation from parents, communities, and external networks. A positive working climate is established, student enrollment increases annually, and the institution evolves into a robust Learning Organization with a positive organizational culture.

The research findings on quality management through the 'Returning Teachers to the Classroom' innovation can be synthesized into a theoretical conclusion. By applying the grounded theory framework of Strauss and Corbin (1998), the researchers conceptualized these findings as illustrated in Figure 2.

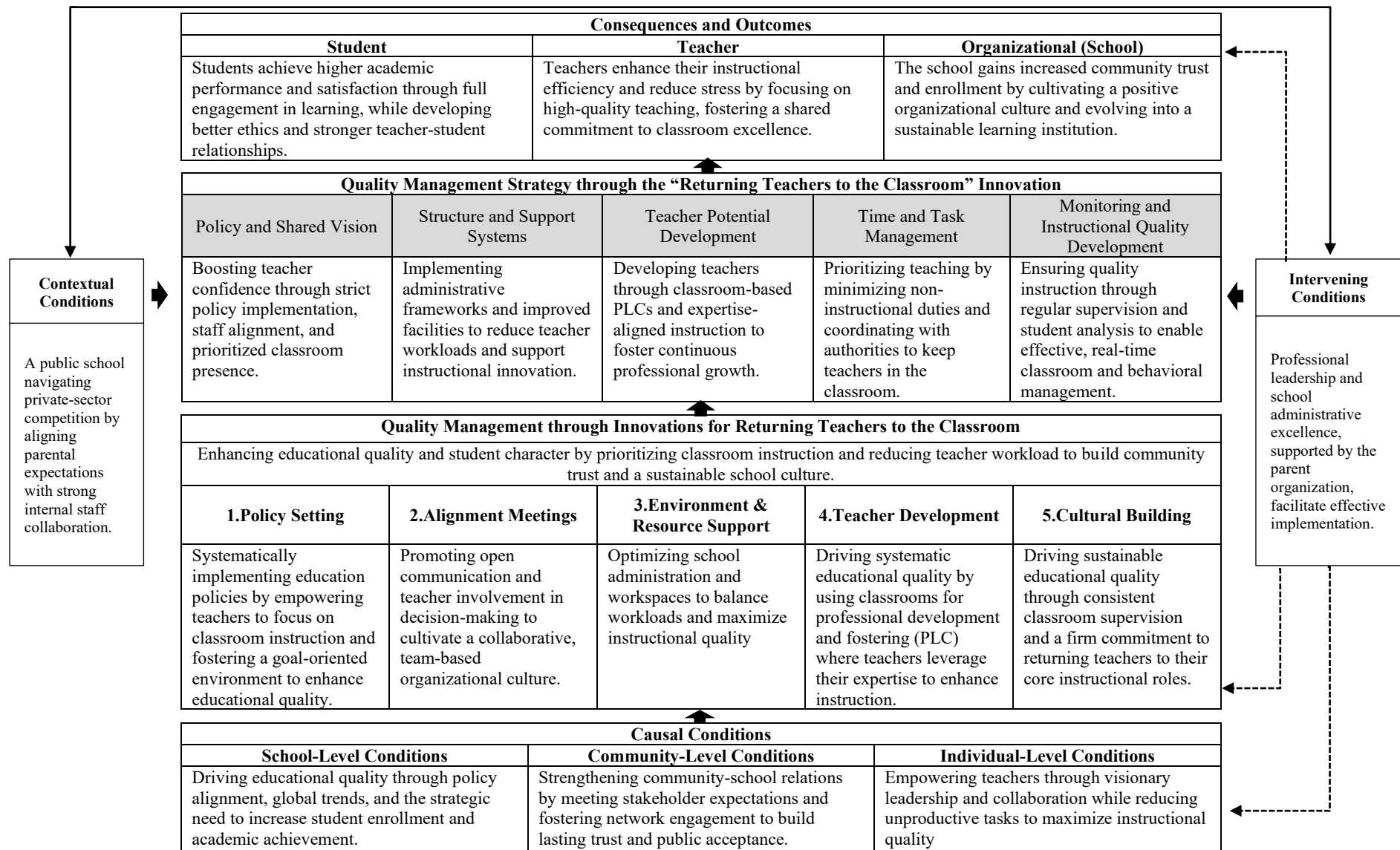


**Figure 2.** Research Findings on Quality Management through the “Returning Teachers to the Classroom” Innovation

## Discussion

The study on quality management through the “Returning Teachers to the Classroom” innovation, as presented in the research conceptualization, leads to a theoretical conclusion derived from the causal relationships between its management characteristics, causal conditions, contextual conditions, intervening conditions, implemented strategies, and the resulting consequences, as detailed below:

1. According to the study titled “Quality Management through the 'Return Teachers to the Classroom' Innovation,” the research findings indicate that the implementation of this policy consists of five key characteristics: (1) Clear Policy Formulation and Communication: Establishing explicit policies and ensuring mutual understanding at both the institutional and administrative levels. These practices must strictly align with the Ministry of Education's directives. (2) Engagement through Meetings: Both formal and informal meetings serve as a cornerstone, fostering open communication between administrators and teachers to exchange ideas and collectively drive the policy forward. (3) Environmental and Resource Management: Creating a supportive environment and a systematic resource management process enables teachers to work efficiently and maintain a steadfast focus on instructional quality. (4) Continuous Teacher Development: Emphasizing ongoing professional growth using the classroom as the primary learning base. (5) Cultivating Organizational Culture: Promoting teamwork with a shared commitment to student quality. These elements are realized through the visionary leadership of school administrators, who drive and facilitate the innovation. Success is further bolstered by the understanding and support from parent organizations, shared goals among school personnel, and a resource management system that boosts morale and teaching efficacy. Ultimately, teachers seek a reduction in administrative burdens to prioritize high-quality instruction. This is driven by organizational support, the ambition to increase student enrollment and academic achievement, and strong collaboration with the community and relevant networks. It can be concluded that these conditions are rooted in the genuine needs of teachers, students, parents, and the community. The findings of this research are consistent with the work of Rakpolmuang (2017), which suggested that policy planning must include clear work criteria and task assignments tailored to a teacher's expertise, while also reforming the academic standing evaluation system to link directly with classroom performance. Furthermore, this aligns with the Ministry of Education's (2015) announcement regarding guidelines for reducing teacher and student workloads. The directive mandates that schools screen external projects, prioritizing only those that significantly contribute to the enhancement of educational quality.

2. To successfully implement the “Return Teachers to the Classroom” policy, schools must employ five strategic dimensions: (1) the formulation of shared policies and visions among administrators, teachers, and staff; (2) the establishment of organizational structures and support systems that facilitate teaching; (3) continuous professional development for teachers; (4) the balanced management of time and teacher workloads; and (5) the systematic monitoring and enhancement of instructional quality. These five strategies integrate the core characteristics of “Quality Management through the 'Return Teachers to the Classroom' Innovation” as a foundation to ensure maximum operational efficiency. The findings of this research are consistent with the study by Sukcharoen (2022), which explains that reviewing and restructuring school administration is a crucial approach to enabling teachers to focus entirely on instruction. This involves delegating non-teaching tasks to specialized personnel, such as administrative officers or staff responsible for documentation and data management, or even implementing digital systems to assist in data processing. Such measures empower teachers with the time and capacity to fully prepare lessons and foster student development. Similarly, Prangthong (2019) proposes that administrative staff should

be specifically allocated to handle clerical work, workloads should be appropriately scheduled, and a culture of collaboration and teamwork should be established to share burdens. Furthermore, boosting morale is essential for sustaining long-term work motivation. These points also align with the study by Teepakakorn (2024), which suggests guidelines for returning teachers to the classroom as follows: 1) reducing non-instructional burdens; 2) implementing information technology in school administration; and 3) reviewing and restructuring administrative frameworks to allow teachers to dedicate themselves fully to teaching.

3. Causal conditions influencing the successful implementation of the “Return Teachers to the Classroom” policy consist of three levels: (1) individual-level conditions, including administrative leadership, as well as the attitudes, values, and commitment of teachers; (2) school-level conditions, encompassing Ministry of Education policies, global educational trends, the ambition to increase student enrollment, and the drive for higher academic achievement; and (3) community-level conditions, involving the relationship between the school and the community, along with the engagement of community members. Effective school administrators with strong leadership capabilities can inspire staff, cultivate a shared vision, and encourage teachers to commit to professional development and instructional excellence. Schools must formulate policies that align with the Ministry of Education’s directives on workload reduction, thereby granting teachers more time for self-improvement and high-quality instruction. This, in turn, increases student enrollment and institutional credibility. Furthermore, establishing robust community relations—demonstrating that enrollment leads to improved academic outcomes—and fostering community participation are vital for building understanding and public acceptance of the policy. These findings are consistent with the research of Sirithanikul et al., (2022), which suggests that to reduce teacher workloads, administrators must prioritize school tasks, ensure workloads are appropriate for staff, and engage in meticulous operational planning. This includes allocating personnel based on specific duties, utilizing technological innovations to streamline workflows, establishing collaborative networks, and integrating projects to accelerate processes and reduce time consumption. Moreover, this aligns with the study by Hanrap (2012), which found that successful schools maintain consistent communication with parents through parent-teacher meetings, home visits, and telephonic contact. Such schools also engage in regular public relations to disseminate information to the community, utilize school websites for coordination, and invite parents to observe instructional activities and student achievements firsthand.

4. Contextual conditions affecting the implementation include: (1) the competitive environment of public schools in relation to private institutions; (2) responsiveness to parental demands; and (3) the collaboration of the school’s teaching staff. The impetus for “Quality Management through the 'Return Teachers to the Classroom' Innovation” stems from the necessity to increase student enrollment, driven by a continuous decline in the school-age population and intensifying competition between public and private schools in the surrounding areas. Consequently, schools have integrated this innovation to enhance their competitive edge against nearby private institutions and to fulfill the expectations of parents and the community through collective internal cooperation. These findings align with the research of Chuangchaichana & Chotichaiphong (2024), which highlights that parents increasingly recognize the importance of educational management and seek active participation with schools to foster their children’s development and build strong relationships between students, class teachers, parents, and the institution. Furthermore, this is consistent with the study by Hanrap (2012), which indicates that schools emphasizing learner-centered instruction—aiming for holistic development in physical, emotional, social, and intellectual dimensions—receive significant parental support. Such schools, particularly at the primary level, alleviate the burden of seeking new institutions and engage students in activities that cultivate critical thinking, practical skills, and problem-solving abilities. In addition, these points resonate with the study

by Liangphrom (2021), which asserts that an effective school must provide attentive and comprehensive supervision to students across all levels. Schools are encouraged to promote opportunities for students to consistently showcase their academic talents, offer foundational courses for new students, and provide specialized tutoring to support high-achieving scholars. Moreover, institutions should ensure inclusive access to musical and athletic activities to foster well-rounded development.

5. Two critical intervening conditions in the implementation of the “Return Teachers to the Classroom” policy include: (1) the leadership of school administrators characterized by vision and a commitment to development; and (2) the continuous policy and resource support from parent organizations. The success of “Quality Management through the 'Return Teachers to the Classroom' Innovation” arises from the administrator's recognition of the vital importance of allowing teachers to dedicate their time fully to instruction. Effective leaders cultivate a shared vision and inspire staff, fostering a commitment to professional growth and pedagogical excellence. Furthermore, such innovation requires deep understanding and alignment from governing agencies to sustain its progress. This aligns with the research of Sirithanikul et al., (2022), which delineates school management approaches for workload reduction. They posit that administrators must implement systematic and transparent policy planning, ensuring equitable task distribution tailored to the number of personnel. This leads to a mutual understanding among practitioners, facilitating rapid execution and the integration of various projects within the classroom and the organization. Moreover, in today's self-directed learning society, the adoption of modern technologies and innovations streamlines school operations, enhances efficiency, and fosters learning networks. These advancements simplify workflows, thereby conserving both time and resources. Similarly, Ruennusan (2018) suggests that reducing workloads involves assigning tasks according to individual expertise and ensuring that the division of labor is proportionate to the available staff. This is further supported by the work of Tubtimtong (2017), who explains that excessive time spent on non-instructional quality development tasks can negatively impact overall teaching efficiency. To enhance academic achievement and instructional performance, it is recommended that administrators assign workloads in appropriate quantities and allocate specialized personnel to handle specific school development tasks according to their respective fields of responsibility.

6. The consequences resulting from the implementation of the “Return Teachers to the Classroom” policy can be categorized into three dimensions: (1) student dimension, characterized by higher academic achievement, increased learning satisfaction, and the attainment of desired characteristics; (2) teacher dimension, involving enhanced job satisfaction, greater instructional efficiency, and strengthened professional collaboration; and (3) organizational dimension (school), which gains increased trust from parents and the community, a supportive working atmosphere, and a positive organizational culture. Since this policy is rooted in the fundamental needs of students, teachers, parents, and the community, the integration of this innovation yields significant outcomes across these three interconnected levels. These findings are consistent with the research of Ekwarangkul (2018) which indicates that successful school administrators establish a collaborative organizational culture and supportive networks. By utilizing technology for documentation systems, assigning workloads based on individual interests and expertise, integrating projects, and equitably distributing tasks according to educational qualifications, administrators can optimize organizational performance. Furthermore, this aligns with the study by Fredricks, Blumenfeld, & Paris (2004), which asserts that high-quality instruction and close teacher-student interactions significantly stimulate learner engagement. Teachers who adapt their pedagogical methods to encourage active participation transform the classroom into an interesting and meaningful experience. Ultimately, a positive teacher-student relationship fosters healthy self-attitudes and a lifelong passion for learning.

## Research Recommendations

### Recommendations for Policy and Practical Application

1. Although numerous educational institutions have implemented the “Return Teachers to the Classroom” innovation, success and operational challenges vary according to each school's unique context. To ensure effective implementation, a system for knowledge sharing should be established between successful institutions and others. This should involve administrators and lead teachers transferring expertise and experiences to enable other schools to adapt the innovation effectively within their own settings.

2. The implementation of the “Return Teachers to the Classroom” innovation should not be viewed as a one-time execution but as a process requiring continuous development to achieve sustainable results. For genuine transformation to occur, the most critical factor in applying quality management through this innovation is long-term sustainability. Schools adopting this model should prioritize persistent development to ensure that the outcomes of quality management manifest as tangible improvements.

### Recommendations for Future Research

1. As this study examined impacts within a limited timeframe, future research should conduct longitudinal studies to assess the long-term effects of the “Return Teachers to the Classroom” innovation on learners. This includes analyzing academic achievement, psychological well-being, behavioral changes, and life skills. Such research would provide a more concrete evaluation of the sustainability of quality management through this innovation.

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