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BUDDHISM AND EDUCATION IN CAMBODIA – BSD’S BUDDHIST TRAINING TO ENHANCE PEACE AND PROSPERITY

Ven. Socheat Cheam*

ABSTRACT

Each and every society has their own way of practicing the beliefs. All faiths they are putting their trust in have a common goal which is to build peace for all human beings. Although they may have and are using various approaches from one to another, they are heading towards the same, final dream, which is to reside in an island of peace, prosperity and harmony. The same applies to Cambodia, one of the Buddhist-dominance state in South East Asia region. Cambodian people are majority Theravada Buddhism. For long time, this religion stays with the Cambodian people’s heart including the low and high or cold and heating situation. Buddhism serves great benefits to Cambodian society until the country has decided to put this special religion as her state religion (One can see more in the Cambodian Constitution).

Like other religions, Buddhism is a religion of peace, nonviolence and a human religion. It has played very important role in maintaining fair development, growth and stable peace. Ideally, the world should have no war or fighting if it could completely follow the teaching of each religion, especially Buddhism.

What are the core education in Buddhism? How these cores contribute to building peace and prosperity in a particular country or state?

The teaching of Buddha is mainly to educate people to live together peacefully. People have got to learn how to live in different environment.

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People have to be patient. They have to be tolerant and open their mind for something new. Importantly, they be kind and compassionate. They've got give hand to each other when in need.

Perhaps, people are different apparently. They may look more beautiful, white, physically strong, and rich than one another. But these things do not count at all. The may speak different language, eating different foods, sleeping different time and wearing different clothes but they share the same pain, suffering and happiness. If suffering and happiness are common things to all people regardless of their skin colors, races, status there must be a common practice towards the elimination of suffering and a common practice towards the creation of lasting happiness.

Keywords; Buddhism, Education, peace and prosperity

Introduction

Buddha has taught us that we are our own world. We are our own God. We are our own destiny. We reap what we sow. That means to achieve one particular development and growth in a society, it requires actual commitment from individuals in that given society. They have to depend on their own force in life. They have to use their own power both at physical and mental level. As clearly advised by Buddha in Khmer Pali words, “*Atta hi attanonathoko hi nathoparosiyattana hi sudantenanathamlabhatidullabham* (One indeed is one's own refuge; how can others be a refuge to one? With oneself thoroughly tamed, one can attain a refuge (i.e., ArahattaPhala), which is so difficult to attain.)¹”. It could be translated as ‘whatever we do, we become.’ We are the master of our own lives. No one or any God gives us luck or fortune. Buddha just tells us that only practice and practice will give us result. No practice, no result.

¹ Dhammapada Verse 160, KumarakassapamatuttheriVatthu.

Moreover, Buddha advises us to always do a self-reflection. Or put it differently, be in someone else shoe so that we can learn how hard it would be if it were us in that particular situation. This kind of advice is specifically teaches us open our mind and accept this huge world of different. Whatever it comes, it goes, Buddha once said. We don't want to be hurt, blamed, and discriminated and so do the rest of people. We want development, growth, justice, fairness, and freedoms and so on and so on. The same thing with the environment around us. If we all want the same thing and we know that hurting other will make them more suffering, isn't it crazy that to hurt people. Buddha told us hurting people is hurting our own-selves. Hate people is hate ourselves. In contrast, growth people is growing ourselves and love people is loving ourselves. We know this logic, we might realize that we used be in such crazy situation many times because we used to hate, get angry and hurt people. These are the teaching of Buddha.

Buddhism and Education in Cambodia

In Cambodia context, Buddhism education took its roots long time ago. We almost can't trace back when exactly this Buddhism teaching was installed in our education system. We just know that our great Kings who believed in Buddhism began to mainstream and insert the teaching of Buddha in our daily life.

Till date, one of the ways to spread the teaching of Buddha in Cambodia is through Dharma-lecturing, inside class education, temple gathering and through the establishment of an organization or institution. Cambodian Buddhist monks play a very vital role in this activity. Either in temple, in class or preaching in each ceremony, Cambodian monks enjoy a special privilege upon the request of the people in the community.

1. Traditionally, Dharma lecturing has spread across the country, from North to South and from East to West. This kind of teaching is simple, easy to

access and became a common use for most Cambodians. Whenever they celebrate a ceremony such as gratitude day, New Year, and other kinds of ceremonies Cambodian people will invite monks to give the Buddha's teaching. The monks, after got the invitation, prepare a speech for one and a half hour in length and deliver that speech in the actual day. The monks who can get this invitation mostly are smart and wise. They know both the Dharma and the art of delivering an effective speech. Cambodian people really like this kind of teaching. However, its weakness would be the less participation the young generation. If one has to observe, during the ceremony there are mostly old people come and pay attention the monks' teaching. Young Cambodian are not effectively integrated into this teaching at all.

2. That is why the second option is in place. Since the little kids and young Cambodian could not enjoy the teaching as old people and because their level of understanding, another special education plan was designed, which is to organize a small event allowing Cambodian monks to spread the teaching of Buddha in classroom of a primary, secondary and high school. This event could take place in the city, town or in the rural area and the length can be a day up to three days. As has been reported, this second types of education became a progressive and popular in Cambodia. Although the education took place only one or two days, it proves effective. The kids and young Cambodian do not need to understand everything about the Dharma and we, as the organizers, also don't expect that high. What hope is to create a closer relationship between Buddhism and young kids. Provide them a chance so that they can get familiar with Buddhism since very young age. The young started to remind themselves to live their life righteously and be a compassionate person.

3. Temple gathering is another common way where the teaching of Buddha can be spread. Like most Buddhism, lay man and lay woman often

come to pagoda on the eight day or day of full moon for cultivating more meritorious deeds. They also get a chance to refine their commitment to the triple gems (Buddha, Dharma and Sangha) as well as the precepts (five and eight precepts). This third type of teaching proves a bit difficult to spread the Dharma. Why? It is because only old people come to the temple. Hence, monks can take this chance to give a teaching to them. But it seems this kind of teaching is not that effective. Therefore, it requires creative ideas and innovation in designing as well as creating a special program to attract more young and old people to come the temple.

4. The role of an organization or institution in providing a systematic lessons to the public. In Cambodia, we can see that there are a lot of NGOs, associations and unions that are working to spread the teaching of Buddha. They have changed the course of Cambodia. They have set up a standard for Cambodia to better level. They contribute a lot to increase the wellbeing of Cambodians. Particularly, Organization of Buddhist Social Development (BSD) has played a contributive role in spreading the teaching of Buddha to Cambodian people. It is working with the Royal Cambodian Government to reduce poverty, illiteracy rates and other forms of violence. It is working with the local commune to fight against corruption, crimes, and gangs and build a community of safety and security. Importantly, this NGO has done an effective job in building human resource in Cambodia. This NGO has a vision that it wants to see all Cambodians and the world become a responsible person.

This organization has worked in the field to recruit poor children, homeless children and marginalized children for skill training in three different short courses. There were 115 children received the training in the first term. These unfortunate kids got a chance to learn both Khmer language and English plus the teaching of Buddha so that after the training they can live their lives according to the Dharma.

There were 50 children recruited for the second course. This very particular training was under the title “Child’s Right Empowerment for Protection and Development.” For the third round of training in BSD organization, this organization has recruited 60 marginalized kids for the four months training called “Strengthening and Protecting Marginalized Kids.”

During all the three trainings, the organization has equipped those children based on four skills: Living a happy and moral, learning Khmer language, learning English language, and computer literacy. It is the hope and a vision of this organization to see those marginalized kids stay away from poverty, illiteracy, domestic violence and drug using. The organization holds that when those kids are well equipped good knowledge, they can use this basic skills to start their life journey. The same thing with what Buddha has taught us that “ *NanthiPannaSamaApha* *នតិបញ្ញា សមា អាកា*, Nothing is lighter than wisdom.” Wisdom is the only light that can clear the darkness. Wisdom is the key to all resolution. Wisdom is the key to all kinds of development, growth and peace. That is why BSD organization has put it strong commitment to provide basic knowledge to these kids so that they can live their lives as everybody else and that Cambodia can move forward like other countries in the region.

Conclusion of Buddhism and Education in Cambodia

Throughout the discussion above, we can see that the teaching of Buddha in Cambodian society is evolving over time. In fact, there are more than four ways that Cambodian people and monks are implementing in order to integrate the valuable concept of Buddhism into the classroom. It is accepted that the majority of Cambodians are believing and practicing Buddhism through centuries. They have never given up this teaching. Why? Because the teaching stays true through time. Whatever have been taught in Buddha’s time is applicable and exist even right now or in the long future. We can assume that Buddhism is not

just a belief but a great lesson to be learned and practiced by everyone. Only practice makes this teaching effective.

In short, a society that is peaceful, growth and stable must be raised by a peaceful, productive and faultless citizens. To advance the country like those nations in the world, they need to develop both soft skills (the mental health) and hard skills (physical development). This paper is writing to prove that the development of soft skills through the teaching of Buddha is one of the best ways. It is noteworthy of reminding that who dislikes the compassionate and kind person, who hates peace and who development. Buddha's teaching is to train people to love, not to hate, to be compassionate, not to revenge, and to support progress, not regression.

Therefore, Buddhism is a religion of peace, prosperity and harmony. Support the education through a lens of Buddhism is supporting peace, prosperity and harmony.

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ពុទ្ធសាសនបណ្ឌិត្យភ្នំពេញព្រះត្រៃបិដកបាលីនិងសេចក្តីប្រែជាភាសាខ្មែរ(ភ្នំពេញ: រោងពុម្ពវិទ្យាស្ថានពុទ្ធសាសនបណ្ឌិត្យភ្នំពេញ ព.ស. ២៥០០.

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គតិបណ្ឌិត សម្រាប់ពុទ្ធសាសនិក ដោយលោកជំទាវ ខួត ធីតា ប្រធាន រាជបណ្ឌិត្យសភានៃព្រះរាជាណាចក្រកម្ពុជាឆ្នាំ ២០០៩.

សកលចិន្តា ដោយព្រះភិក្ខុធម្មបាល ខៀវ ជុំ បោះពុម្ពឡើងវិញឆ្នាំ ២០១៤.

ព្រះពុទ្ធសាសនា និងពាហិរសាសនានៅក្នុងសង្គមខ្មែរក្រោយថ្ងៃរំដោះ៧មករា ១៩៧៩ ដោយបណ្ឌិតសភាចារ្យ ខួត ធីតា ប្រធានរាជបណ្ឌិត្យសភាកម្ពុជា បោះពុម្ព ឆ្នាំ២០១២.

ការប្រៀបធៀបប្រព័ន្ធរដ្ឋបាលពុទ្ធចក្រ អាណាចក្រកម្ពុជា១៩៧៩-២០១១ ដោយស ម្តេចឧត្តមចរិយា បណ្ឌិត ឈឹង ប៊ុនណា សមាជិកថេរសភាសង្ឃនៃព្រះរាជា ណាចក្រកម្ពុជា ឆ្នាំ ២០១១.

THE GUIDANCE ADMINISTRATION AT THE BASIC EDUCATIONAL
INSTITUTES UNDER KHON KAEN PRIMARY EDUCATIONAL
SERVICE AREA OFFICE 4

Dr. Sakorn Mahahing^{*}

ABSTRACT

This research aimed 1) to study a condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 and 2) to study the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4. The sampling group included the educational institute administrators for 124 persons and the guidance teachers for 124 persons in total of 248 persons. The research tools were a five-rating scale questionnaire with the open ended questions. The questionnaire had the index of item objective congruence (IOC) at 1.00-0.67 and the reliability was equal to 0.91. The data analysis used percentage, mean, standard deviation, and content analysis.

The results showed as follows: In general the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects was at a good level. The highest average was the individual inventory services, followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively. As for the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary

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Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to gain more knowledge related the guidance. 13) The institutes should continue to gather information about education, occupation and personality systematically. 14) The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service.

Keywords; Guidance Administration, Basic Educational Institutes, Khon Kaen Primary Educational Service Area Office 4

Introduction

The development of students to be good people with happiness amidst the present social situation is regarded as a difficulty especially in an era of the rapidly changing world in both economic and social aspects. These

have influenced directly and indirectly on the lives of people from all ages of life. Moreover, the social problems have increased more complexity and violence gradually. The important causes are as follows: individuals do not know themselves and good environment and people lack of skills to solve problems and are not able to adapt to different situations. Consequently, the educational institutes or schools must use the guidance process as an important mechanism in protecting, helping, and developing students since a young age. (The Guidance Association of Thailand, B.E. 2550: page 1-3) which is consistent with Uraiporn Buddee) B.E. 2550:page 1.(Between the problems caused by a rapid change of economic, social, cultural, political and technological aspects, all institutes have required a systematic guidance as a tool for development of children and youths to be self-directed and self-reliant themselves.

The guidance is covered the activities of psychological processes to students both individuals and a group. The guidance activities consists of five services including a data inventory service, an information service, a counseling service, a placement service, a follow-up service. This includes the integration in the guidance into teaching that has a guidance scope for three aspects including the education guidance, the vocational guidance, and the personal and social guidance. In addition, the Basic Education Core Curriculum B.E.255 1 has determined the guidance activities are as follows: promote and develop students for getting to know themselves and environment care; enable to make decisions and solve problems; set target and plan of life both academic and vocational aspects; and adapt themselves appropriately. Moreover, it allows teachers to know and understand students (Ministry of Education, B.E. 2552: page 20).

According to the study of researches and theories on the guidance administration in the educational institutes, it found the most problems as

follows: a lack of guidance and policy planning, a lack of the guidance operational project, a lack of a guidance year calendar, a lack of a role determination for the guidance teachers, a lack of a supervision/follow-up, an evaluation problem of a guidance result, a lack of development in the guidance operation of the personnel that could decrease work effectiveness, a lack of budget for arranging activities or special projects, and the administrators did not give a priority to the guidance as they should (Chulalongkorn University B.E. 2553 :page 3). In order to have a successful administration there must comprise of the various factors to help and support as follows. Regarding factors to support the administration it had to arrange the administrative structure and the administrators must to have knowledge and well understand in the guidance. It also should have a role for support, counseling, suggestion, the provision of budgets, materials, scholarships, and others that contributed to the guidance. Plus, it should make a relationship and a network with public and private agencies. As for the process of the guidance administration, the educational institutes must formulate policies, assign a role the guidance teacher to all teachers, assign a working group, arrange the meeting to make a plan based on the curriculum, carry on the activities as given, have supervision, follow-up, and evaluation, and make a conclusion of the guidance performance (Orawan Jeenawath, B.E. 2553: page 46).

According to the performance report of the academic year 2558 of Khon Kaen Primary Educational Service Area Office 4 regarding a problem on the guidance administration in the education institutes it found as follows. The most of the educational institutes arranged the guidance administration based on each individual condition. They lacked of a clear project plan, a role determination for the personnel in the educational institutes to get involved with the guidance service, a systematic follow-up, a performance report, an administration skill and leadership about the guidance of the

administrators, the personnel responsible for the guidance directly, and insufficient materials and tools that are essential for the student learning and developing and needs of educational institutes. Furthermore, they had an arrangement of the student cumulative record and the data collection but without the data analysis for a result implementation. In addition, the most of the educational institutes had the guidance administration without system and lacked of readiness and cover age for the guidance services (Khon Kaen Primary Educational Service Area Office 4, B.E. 2559: page 40).

It showed that the guidance administration at the basic educational institutes had the different problems in particular the followings: the guidance administration behavior of the administrators by not giving the priority, an insufficient budget and personnel limitation, a lack of knowledge and experience, the guidance services having not covered five aspects, a lack of materials and tools, and a lack of coordinated collaboration both inside and outside the educational institutes. These were the key elements that made the guidance administration to be ineffective and inefficient. Therefore, the researcher was keen to study the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 in order to find information to be as suggestions and guidelines for the guidance administration at the educational institutes to be effective and efficient to students according to the goal set further.

Objectives

1. To study a condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4
2. To study the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4

Methods

Population and Sample

Population included 1) the educational institute administrators under Khon Kaen Primary Educational Service Area Office 4 from 181 institutes for 181 persons and 2) the guidance teachers under Khon Kaen Primary Educational Service Area Office 4 from 181 institutes for 181 persons. The population was in total of 362 persons.

Sample included the administrators for 124 persons and the guidance teachers for 124 persons from the basic educational institute under Khon Kaen Primary Educational Service Area Office 4. The sample size was used the auto-format table of Krejcie & Morgan and the simple random *sampling by the lottery* which referred to Boonchom Srisa-ard (B.E.2553: 43). And the sample size was in total of 248 persons.

Scope of Variables

Independent variable was a status of the administrators from the basic educational institute under Khon Kaen Primary Educational Service Area Office 4.

Dependent variable was the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects including the individual inventory service, the follow – up evaluation service, the counseling service, the placement service, and the information service.

Research Tools

The research tools included the questionnaire about the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 which were divided into two sections as follows:

Section 1 The questionnaire was involved with a status of the questionnaire responders who were the administrators and the guidance teachers from the basic educational institute.

Section 2 The questionnaire about the condition and the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for five aspects including the individual inventory service, the follow – up evaluation service, the counseling service, the placement service, and the information service. This part was divided into two parts as below.

Part 1 The questionnaire about the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 was the five-rating scale questionnaire.

Part 2 The questionnaire about the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 was the open ended questions.

Formulation and Quality Testing of Tools

The researcher studied documents and literature reviews related as a guideline for creating the questionnaire. And the researcher then brought the created questionnaire to consult with five experts for checking the content validity. It was tested to find the index of item objective congruence: IOC. And then the questions with the IOC from 0.67 to 1.00 were selected as a tryout questionnaire. The questionnaires were delivered to the administrators and the guidance teachers at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 who were not the sampling group for 30 persons. To testing the reliability of the whole questionnaire it was used Cronbach's Alpha Coefficient that the reliability was equals to 0.91.

Data Collection

The researcher delivered the formal letters to the administrators at the basic educational institutes and the guidance teachers under Khon Kaen Primary Educational Service Area Office 4 who were the sample to ask for

cooperation for the data collection. The researcher collected the questionnaires manually and received the completed questionnaires for 242 copies that were at 98 percent.

Data Analysis

The researchers brought the returned questionnaires in total of 242 copies to be checked for an accuracy then analyzed the data that found as follows:

1. Regarding the status of the questionnaire responders, the data analysis used the frequency and the percentage which presented in the table and commentary.

2. Regarding the condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4, the data analysis used by the mean and the standard deviation which presented in the table and commentary. It was used the criteria to determine the average meaning.

3. Regarding the guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 the data analysis used by the content analysis which was clarified by the frequency and the percentage.

Results

1. The condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for the five aspects in general was at a good level. The highest average was the individual inventory service, followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively.

2. The guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and

evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to gain more knowledge related the guidance. 13) The institutes should continue to gather information about education, occupation and personality systematically. 14) The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service.

Discussion

According to the research result of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 found the following issues for further discussion from the new findings of this research as follows:

1. The condition of the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 for the five aspects in general was at a good level. The highest average was the individual inventory service followed by the follow-up evaluation service, the counseling service, the placement service, and the information service respectively. However, this might be due to the Basic Education Core Curriculum B.E.2551 that determined the guidance to be as

the educational institutes' mission and had to undertake to support and help the students being able to learn and develop their full potential and natural. The educational institute administrators required attitude, knowledge and ability, and skill of the effective guidance administration. This brought about the guidance teachers to recognize their role and collaborate together according to their duties and responsibilities effectively. In addition, it made understanding in a nature, the guidance scope, and the process of the guidance administration clearly. (Ministry of Education, 2552: page 3). This was consistent with Praworn Thongsang (B.E. 2547, Abstract) who studied the basic schools' *guidance* administration. It found that an overall of the working had a good level while considering the individual aspect it found four tasks with a good level which included were the prevention, promotion, development, and help; the survey and data collection; the counseling; and the information. Also it was consistent with Jatuporn Thaohiran (B.E. 2548: page 116) who studied the condition and problem of the guidance administration by using the Deming Circle)PDCA (at schools under Lopburi Primary Educational Service Area Office 1. This found that the overall condition of the administration guidance was at a good level and it showed the followings: The school administrators were the most important to the work performance success; the good administrators should have the role and responsibilities by being as initiative, supporter, and provider of the effective guidance services in schools. They assigned the personnel appropriately and defined a clear role along with a provision of materials, equipment, and other budgets in order to support the implementation of the guidance performance. They had the systematic follow-up, orientation as well as facilitation, stimulation, motivation and morale to all sections concerned to cooperate in the guidance performance in educational institutes.

2. The guideline for the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4 showed as follows: 1) The institutes should record a student personal data in the cumulative record. 2) The institutes should arrange the home visit of students in every academic year. 3) The institutes should analyze the student data individually 4) The institutes should create the follow-up and evaluation tools to get the guidance administration result in all aspects. 5) The institutes should arrange a student record of each year graduation. 6) The institutes should supervise and follow-up the guidance activity continuously. 7) The institutes should have the meeting to clarify the policy of the counseling service systematically. 8) The institutes should counsel students as individual and group. 9) The institutes should follow-up students who received the counseling service systematically. 10) The institutes should survey a participation in the extra-curricular activities based on the students' aptitude and interests. 11) The institutes should coordinate with the academic department to help students choosing an educational plan based on their ability and aptitude. 12) The institutes should encourage personnel to gain more knowledge related the guidance. 13) The institutes should continue to gather information about education, occupation and personality systematically. 14) The institutes should exhibit knowledge related the guidance in various ways. And 15) The institutes should survey a satisfaction of students and parents towards the guidance service. This was consistent with Thanotporn Poonprinya (B.E.2553: Abstract) who studied the evaluation of needs for developing guidance operation of the guidance teacher at secondary schools in Changwat Sakon Nakhon. It found that a preparation of the personnel to be realized that an importance awareness, knowledge, and understanding in working as the guidance teacher was the first priority to be proceeded. Therefore, it should develop the personnel responsible for the

guidance teachers to be able to practically work plus having a good positive attitude towards work and creating incentives. This was an approach to develop the guidance operation in the educational institutes effectively and successfully. The researcher found that the guidance administration to be successful and effective depended on an awareness of the importance and needs of the guidance for the administrators and the guidance as well as all personnel in the educational institutes. Plus, it required the followings: structure determination, selection of the proper responsible personnel, determination of clear roles and responsibilities of the personnel, determination of target and the operational system with concrete, usage of the community resources to benefit to the guidance performance, wide public relation of the guidance performance by mutual cooperation from all sectors, both inside and outside educational institutes. Those were able to conclude that the guidance administration of each educational institute was found according to their conditions as follows: There were students, problem situation, policies of the educational management, and the potential of the education institutes readiness itself. Therefore, the administration required principle, system, and process as well as the participation from all sectors in particular having a work plan or an action plan along with the contents and the concrete technical process which could meet the needs and emphasize on the student development. In addition, they had the assignment to all teachers to perform their roles and duties with the systemic and clear performance. Plus, the follow-up and evaluation should undertake seriously and ongoing.

Suggestions

Suggestions for further implementation of the research result

1. Khon Kaen Primary Educational Service Area Office 4 should present these research findings of the guidance administration to the

educational institute administrators to implement to achieve the truly benefit to the students further.

2. The administrators of the basic educational institutes should use these research findings as a guideline for the guidance administration of the guidance administration at the educational institutes for more efficiency.

3. The guidance teachers should recognize an importance of the guidance administration at the educational institutes and should apply the guideline for the guidance administration that received from this research to implement in to work for more efficiency.

Suggestions for conducting further research

1. The further research should be emphasized on the factors that affect the guidance administration at the basic educational institutes under Khon Kaen Primary Educational Service Area Office 4.

2. The further research should be emphasized on the guidance administration regarding a development of all teachers to enable the guidance operation effectively.

3. The further research should be conducted the qualitative research on the guidance administration at the basic educational institutes.

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EFFECTS OF DIFFERENT TEXT STRUCTURE ON READING
STRATEGIES OF MATTHAYOMSUKSA 3 STUDENTS OF
PHATTHARABORPHIT SCHOOL , BURIRAM PROVINCE

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ABSTRACT

The purposes of this study were to investigate and compare English reading strategies employed by Matthayomsuksa 3 students classified by English reading proficiency. The class 3/1 is the sample group selected by the classrooms were used as a sampling unit ; the former group included 39 Matthayomsuksa 3 students who were selected by simple random sampling for answering the questionnaire. The statistics used for quantitative data analysis were percentage, mean, standard deviation while the qualitative data were analyzed by content analysis. The results revealed as follows: 1) The overall English reading strategies employed by Matthayomsuksa 3 students was the low level. When considering in three strategies metacognitive, cognitive and social affective of English reading strategies, it was found that “cognitive strategies” was at the moderate level, while “metacognitive strategies” and “social affective strategies” were at the low level. 2) The comparison of English reading strategies employed by Matthayomsuksa 3 students in overall of English reading strategies, classified by English reading

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proficiency were not different. When considering in each aspects of English reading strategies, it was found with statistically significant difference at .05 in metacognitive strategies: selective attention, self-management, self-evaluation and cognitive strategies: repetition, resourcing and social affective strategies: self-reinforcement.

Keywords; Effects, Different text structure, Reading strategies

Introduction

English education in secondary schools, especially Phattharaborphit School in Buriram Province appears to fail to meet the demand. Thai EFL secondary school students' O-net score, and score reading exam, students do not pass the criteria. What will help students read better reading strategies, but there must be a way to read anything depending on the structures of the story reading. This study is intended as an investigation of the influence of two western expository structures cause-effect and problem-solution on the reading strategies used by Thai EFL. The interaction between reading strategies and text structure is the main focus of this study. Importantly, the English teacher can adjust their teaching to help students more aware to text organization.

Purposes of the Research

(1) The fundamental purpose of the study are intended to investigate the reading strategies used by the samples and to explore the influence of reading.

(2) To compare the reading strategies used by M. 3 students the samples in reading the 2 different text structures.

Research Methodology

Research population and Samples the target population of the study will be 3 classrooms 3/1,3/2,3/3 about 100 Matthayomsuksa 3 students who

are studying Reading-Writing English (E23202) course in the second semester of the academic year 2016 at Phattharaborphit School, Mueang District, Buriram Province Under Buriram Educational Service Area Office 32. The samples in this study are 39 Matthayomsuksa 3 students who are studying Reading-Writing English (E23202) course in the second semester of the academic year 2016 at Phattharaborphit School, Mueang District, Buriram Province under Buriram Educational Service Area Office 32. The class 3/1 is the sample group, selected by Simple Random Sampling the classrooms were used as sampling units.

Research Instruments

The instruments employ in this study are: 1. Survey of reading strategies¹. 2. Passage (1) Cause-Effect.² (2) Problem-Solution. Construction and Qualification of research instrument to create and find a quality tool. See the advisor audit and bring resolve updates. 3 people experts to examine and update fixes. Summary of this study designed to investigate the influence of two expository structures, cause-effect, and problem-solution on Thai EFL secondary students' strategy use during reading. The researcher triangulates the data with a mixed methodology that included surveys in order to get more complete and reliable results.

1. Effectiveness of the Research Instruments

To see the validity and reliability of the questionnaire, the construction and development of the questionnaire will be used with two main statistical procedures. Firstly, IOC (Index of Item Objective Congruence) was employed to

¹ Abbott, M. L., **ESL Reading Strategies: Differences in Arabic and Mandarin Speaker Test Performance**. Language Learning, 2006 , pp. 633-670.

² Sun, Y. S., A Study of the Effects of Two Text Structures on Taiwanese EFL Junior High School Students Strategy Use. **Master thesis**, National Cheng Kung University. (etdNcku-0121103-091300), 2003.

determine the validity of the instrument. Secondly, to ensure the reliability of the questionnaire, Coefficient of Cronbach's alpha was also employed to check the consistency of the answers of the responses for the items utilizing the five-point Likert scale. The participants were asked to rate their frequency use of the five point Likert scale with order from 1 to 5 as follows:

5	means	always use
4	means	usually use
3	means	sometimes use
2	means	seldom use
1	means	never use

2. Analysis of Data from the SORS

2.1 Frequency, Mean , and Standard Deviation (S.D.)

To achieve the research purpose in terms of analysis and interpretation of the data obtained through the study, different statistical methods with the assistance of SPSS program were employed. These included: 1) frequency; 2) mean ; and 3) standard deviation (S.D.). What follows are the statistical methods used to analyze data obtained.

The research results

The results of the study using descriptive and inferential statistics. As noted in Chapter One, this study explores in detail the use of the reading strategies by Thai EFL and investigates the relationships among the use of reading strategies, students' reading proficiency, and personal characteristics. The chapter is organized in terms of three specific research questions posed in Chapter One. It first reports the reading strategies use of Thai EFL when they read academic texts in English; it then discusses the relationships between reading strategy use and English reading proficiency of Thai EFL it reports the differences in reading strategy use of Thai EFL among their

personal characteristics. Finally, it presents the differences in reading strategy use of Thai EFL when they read academic English texts.

Discussion of the research findings

The fundamental purposes of the study are threefold: 1) to explore what reading strategies do Thai EFL secondary students report using on the SORS when they read authentic expository English texts 2) to investigate what similarities and differences in reading strategies used in terms of language proficiency, and gender; and 3) to examine what types of Thai EFL students report and encounter when they read authentic expository English texts in English. The results of the current study continue to add to our understanding of what and how reading strategies are used by EFL readers within the academic reading English texts. As stated earlier, the data were derived from multiple sources: SORS questionnaire, English reading comprehension test, two reading texts and self-reports of reading strategies.

Conclusion

Based on the findings of this study, the following suggestions for future research are made : This study investigated the English reading strategies employed by Matthayomsuksa 3 students. It would be interesting if the future research discover the reading strategies used in the English classroom. The present study conducted in the secondary level. The future research may employ at the different levels of students such as primary level. The present investigation compared the similarities and differences of English reading strategies classified by English reading proficiency. It might be interesting to compare the similarities and differences of English reading strategies classified by gender or other factors such as the background and learning styles of students.

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THE FACTORS AFFECTING THE EFFECTIVENESS OF PUBLIC PRIMARY SCHOOL IN NORTHEASTERN THAILAND

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ABSTRACT

This research is an interrelationship study focusing on studying the factors affecting the effectiveness of public primary school in Northeastern with Regression Analysis. Objectives of the research to study the effectiveness of school and to investigate the factors affecting the effectiveness of public primary school. By (1) The student factors,(2) The classroom factors, and (3) The school factors. The sample consisted of 1,092 people, from 76 schools which are under the Primary Educational Service Area in Northeastern of Thailand. The research instrument used was questionnaires which the discrimination at .20 - .90 and the reliability at .93. The statistics used were percentage, mean, standard deviation, and the Multilevel analysis based Hierarchical Linear Model (HLM). The results revealed that the effectiveness of public primary school in Northeastern was at high level. For student factors, it was found that learning behavior, learning attitude, and background knowledge effected the effectiveness of public primary school in Northeastern. The classroom factors affecting the effectiveness of the school was teaching experience and teaching quality. The school factors affecting the effectiveness of public primary school in Northeastern was administrators' education, management experience, and instructional leadership.

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Keywords; effectiveness, Multilevel

Background/Rational

School is an organization or an institution which provides students to have knowledge, ability, and morality. Students also should be able to improve their behavior properly. Because of characteristic of student is considered as the effectiveness of the school, so to develop the effectiveness of school, the teachers play an important role on creating activities and educating students to have good characteristics. Teachers, moreover, have to provide effective learning process and make it is successful according to the need of academia person. Consequently, the teachers and others who are in academia should focus on the vision of school and try to reach the vision which will construct the happiness and satisfaction to everybody.¹ Thus, there should be the indicator to measure the effectiveness of school and then the indicator was developed. This indicator was developed to indicate the effectiveness of adaptability, innovation, progress, learning achievement developing, quality, and satisfaction. The criteria for measuring the effectiveness of school with an integrated system was developed too.² There are factors which related or supported the effectiveness of school in order to make it reach the purposes, the needs, and the satisfaction of academia persons. These factors are school conditions, staff, vision, administration plan and practice, and physical environment. The effectiveness of school cannot be occurred because of one factor, it should

¹ Wongsathorn, T.-I. **Theory and Practice of Educational Administration**, Bangkok: Sukhothai Thammathirat Open University, 2003., Page 192 – 191.

² Hoy, W. K., & Miskel, C. G. (1991). **Educational Administration: Theory Research and Practice**. New York: Harp Collins, 1991., Page 296 – 296.

be accordance with many factors included biosocial factor of teacher and staff, school administrator, instructional leadership, physical environment, teachers' job satisfaction, administrating behavior, teaching behavior, teaching experience, teachers' unity, teachers' social support, learning extra-course, education and economic status of parents, organizational culture, royalty, motivation, and administrators' vision. These factors affect the effectiveness of school directly and indirectly and are used to predict the effectiveness of school too. As mentioned above, the factors affecting the effectiveness of school were classified into 3 groups; student factor, classroom factor, and school factor. The factors affecting the effectiveness of school can also be classified according to the relationship with organizational structure which is the nature and structure of academic data. There are many level of data called Multilevel Data or Hierarchical Nested Data. The data was ranked as following; Student Level, Classroom Level, School Level, and Context Level, respectively. The factors in the same level and different level are has correlation within that level. Consequently, path analysis of independent and dependent variables should be analyzed according to the nature and structure of data which called Multilevel Analysis

Purposes

1. To study the effectiveness of public primary school in Northeastern.
2. To study a student factor, classroom factor, and school factor affecting the effectiveness of public primary school in Northeastern.

Research Methodology

1. Participant and Sample

Participant used in this study was from 11,380 primary schools in Northeastern. The participants were divided into 3 groups; administrator,

teacher, and Prathomsuksa 6 students. All participants were under the Primary Educational Service Area, Northeastern in academic year 2559.

Sample used in this study was selected by probability sampling and also multi-state random sampling from 76 schools in 20 provinces, Northeastern. The sample was administrators, teachers and students were Prathomsuksa 6 students who The total sample was 1,092 students.

2. Research Instrument

The research instrument used was 3 questionnaires as follow: 1) for student was divided into; (1) General information, (2) Learning behavior, and (3) Learning attitude, 2) for teacher was divided into; (1) General information, and (2) Teaching quality, and 3) for school administrator was divided into; (1) General information, and (2) Instructional leadership

3. Data Analysis

The general information was analyzed by using frequency, percentage, mean, and standard deviation. The data for describing the variations was analyzed by using frequency, percentage, mean, and standard deviation. The Multilevel Regression Analysis was used to examine the variable affecting the effectiveness of public primary school in Northeastern by using program HLM 6.03 (Student Version).

Conclusion

1. The effectiveness of public primary school in Northeastern, Office of the Basic Education Commission was ranked at high level.

2. The student factor that affecting the effectiveness of public school in Northeastern were learning behavior, learning attitude and background knowledge.

3. The classroom factor that affecting the effectiveness of public primary school in Northeastern were teaching experience and teaching quality

4. The school factor that affecting the effectiveness of public primary school in Northeastern were administrators' education, management experience, and instructional leadership

Discussion

1. The mean score of effectiveness of public primary school was high level

2. The student factor affecting the effectiveness of public primary school in Northeastern was as followed; learning behavior is the characteristic of students that acted out both inside and outside classroom and shown that students have energy, interest, and attention in learning. Learning behavior also pointed out that students have management ability. It shows students' learning style. Moreover, teachers can notice that students are interested in what they learn or not, do students obey the teacher, do they participate in learning activities, or do they spend their free time usefully, learning behavior of students was related to the effectiveness of school's learning process. Learning attitude affected the effectiveness of school because the attitude is feeling, idea, satisfaction, and mood (both negative and positive) toward teaching process. If the students have a positive attitude toward learning, it will lead students be successful in learning which refer to the effectiveness of school. Found that learning attitude plays a significant role on students' learning. The learning attitude is important for successfulness of academic management in school claimed that learning attitude directly affects to the learning achievement. Teaching behavior, therefore, is also crucial because it influences the knowledge, understanding, learning attitude, and students' morality. Background knowledge can affect the effectiveness of school because students who have good background knowledge will be taught and improved easily. In addition, they will learn the new things in time which will be seen in the effectiveness of school mentioned that the experience and ability students had were a background for them to learn the next topic.

The teachers will know that their students' knowledge level and their students have knowledge in that topic or not. The students will be improved and helped on time. Moreover, it's good for teachers to design the learning activities based on the students' ability and knowledge.

3. Classroom factors affecting the effectiveness of public primary school in Northeastern was teaching experience. Teaching at primary school level provides the vital background knowledge for students in order to study in the higher level. The teachers who have high teaching experience faced with different kinds of student and they can apply these experiences in the next semester and make it more succeed did the research and found that teaching experience had a positive influence on effectiveness of using curriculum and the balanced performance of school.

4. School factors affecting the effectiveness of public primary school in Northeastern was as followed; Administrators' education and management experience were guaranteed as the qualification of the government teacher and they must have teaching experience hour according to the standard for school administrator since 18 April, 1992. However, the result of this study was relevant to the research finding of Office of the National Education Commission cooperated with National Institute of Development and Administration since 1986. That research talked about the teaching quality of primary school in rural area and shown that management experience influenced the learning achievement. It can be described that if the school administrator had more experience, they will be able to design and manage the learning activities effectively. Furthermore, the administrator will know how to solve the obstacles which will lead to influence learning achievement indirectly. The management experience of administrator was also related to the quality of service management of secondary school with statistically significant. The administrator's education and management experience can

affect the effectiveness of private school. The reason may be from the education reform that had improved the effectiveness of learning and teaching quality. There also were a training about school management and using technology to make the administrator be ready for educational reform and new official system. For instructional leadership, the school administrator should have knowledge and leadership and personal management in order to reach the setting goal. This aspect will bring the school to setting goal successfully. That study revealed that transformational leadership is where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. It's also relevant to the research study of Woods which mentioned that instructional leadership plays an important role on management. The strength in academic and being instructional leader had a positive relationship with the effectiveness of teaching and enhanced the learning achievement.

Suggestions

1. Office of basic education should promote a policy have a form the development school administrators to have management skills, strategic planning, to create the atmosphere of the focus on social support of teachers to educational success as the target quality. Concretely, to achieve the effectiveness of school clearly.

2. The administrators should promote and develop the teacher has the features of professional teachers as well as support facilities, media and educational technology. The environment in education properly. The importance of care and support system and constantly develop sustainable.

3. Teachers should develop the knowledge and skills to teach effectively to create positive attitudes to the learning of students.

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THE DEVELOPMENT OF SCHOOL MANAGEMENT MODEL BY
INTEGRATING WITH SUFFICIENCY ECONOMY'S PHILOSOPHY FOR
ELEMENTARY SCHOOLS IN LOWER-NORTHEAST AREA

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ABSTRACT

The objectives of this research were 1) to study the components of school management model by integrating with Sufficiency Economy's Philosophy for elementary schools in Lower-Northeast area, and 2) to create the school management model by integrating with Sufficiency Economy's Philosophy for elementary schools in Lower-Northeast area. The methodology was divided into two phases. The first phase was to review the related literature, interview the experts and then bring the information to integrate with four management principles, namely academy, budget, personnel, and general management. The second phase was to create the model and bring to group discussion by the nine experts. The obtained data were analyzed by using mean, standard deviation and content analysis. The research results were as follows:

1. The school management model by integrating with Sufficiency Economy's Philosophy for elementary schools in Lower-Northeast consisted of four main points: 1) academic management, 2) budget management, 3) personnel management, and 4) general management.

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2. The school management model by integrating with Sufficiency Economy's Philosophy for elementary schools in Lower-Northeast both in overall and each item was at a much level which had appropriateness of those four principles.

Keywords; Model, School management, Integration, Sufficiency Economy's Philosophy

Introduction

Since the economic crisis of Thailand in 1997 as historic failure caused the country needed help from IMF to rehabilitate in economy for the country. This made Thai society reconsidered the way to develop the country once that it had ever been in the century. The Ninth National Economic and Social Development Plan (2002-2006), had been arranged by the National Economic and Social Development Organization (NESDO) under the Prime Minister's Office where was the important unit planning in developing country. So the philosophy of "Sufficiency Economy" that was précised over by the King was brought to be a guideline for having the ninth National Economic and Social Development Plan. Its objectives were to support the entire citizen and each society understanding about the philosophy of "Sufficiency Economy" to be a basic guideline applying in their daily lives for better development equally and sustainably. Hence, they will live happily with the strength community and the stability of nation.

"Sufficiency Economy" is the philosophy of the King Bhumipol Adulayadej who has suggested for Thai citizen before decades since the economic crisis had not been occurred. This given philosophy of "Sufficiency Economy" is not only for Thai people, but also is a meaningfully philosophy for all mankind even if they are from different countries in which they are

honor to the wisdom of the oriented King who is gracefully admired from all over the world.

The Office of Basic Education Commission (OBEC) is the state under the Ministry of Education that is responsible for basic education management. There are many schools covered within the country where importantly emphasize on learner's development in creating of thinking process. They must be indoctrinated with their ways of lives based on the philosophy of sufficiency economy. That will be a strong point for them to be defined by setting the second strategy that is implanting in the moral; being Thai nationality and traditional way of life on the philosophy of sufficiency economy. There is a supervision system being a guideline framework for driving through the units and school to clearly certify on duty. Also, there is an innovation on education management. As the applied integration of the philosophy of sufficiency economy to administrative schools, the sufficient-modeling schools pay respect to the King Bhumipol Adulayadej who is their inspiration to lead the same group of persons who have the same idea for strengthening and well-being cooperation (Piboonsarawut, P. 2006). The principals that they used among organizations, schools and youths, or communities for some expanding projects are participating, brainstorming, exchanged-learning, and helping each other. Those projects or activities urge them to learn how to live together sufficiently and fairly (Isarangkul Na Ayudhaya, J. 2010). Moreover, the integration of the philosophy of sufficiency economy also fulfills them experiences to school management with systematically and continually administrating.

Significantly, the researcher is interested in studying school management model by integrating with the philosophy's model of sufficiency economy for elementary schools. The appropriate model of integrating with the philosophy of sufficiency economy to basic school management can be

the new-knowledge answer of applying the philosophy of sufficiency economy to school management which consists of the Thai principles, concepts, and practices from the King's philosophy being the guidelines in the quality of education development for exactly "human centered for development"

Research Objectives

2.1 To study the components of school management model by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area

2.2 To create the school management model by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area

Methods

Research processing was being used in the basic investigating and developing. This process was divided into two periods with four steps. The first period was to study the model which had two steps of processes; the identify the components of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area, and the interview of experts in educational management and in the principle of the philosophy of sufficiency economy for getting the concepts of the drafted model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area. The second period was to draft and develop the model which had two steps of processes; drafting the model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area with bringing the information from the

first period to develop into the concepts of the drafted model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area. The next step was to confirm the model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area. Focus group with the nine experts was being used to evaluate the appropriateness and to give the suggestions for improving the model.

Results

According to the study of school management model by integrating with the philosophy of sufficiency economy for elementary schools in the lower-northeastern area, it was found that:

4.1 The components of school management model by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area had four components consisting of 1) academic management 2) personnel management 3) budget management and 4) general management, then bringing the model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area to group in chronological order as followed:

4.2 The model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area was proper with all-four components at a much level as follows:

1) Personnel management had the primary proper both in overall and each item at a much level. The highest mean score was “Having activities supporting with the way of life and completely lifestyle management according to the philosophy of sufficiency economy for the staffs at schools” followed by “The arranging meeting or seminar and field trip in learning sources to supportably applying in the philosophy of sufficiency economy for

living and completely being on duty.” In contrast, the lowest mean score was “The enhancing of self-analysis in gradually having knowledge and moral”.

2) Budget management had the secondary proper both in overall and each item at a much level. The highest mean score was “Having carefully elaboration in order to manage the budget’ plans of school from the philosophy of sufficiency economy for the staff”, followed by “Spending budget wealthily and sufficiently with reasonably of each project by thinking about the usefulness of origin sources” while “Reusing of the materials applied with accurately supreme advantages”.

3) Academic management had the third proper both in overall and each item at a much level. The highest mean score was “Following the philosophy of sufficiency economy applying in teaching and learning activities for better results of everyone”, followed by “Having various assessing and evaluating instruments related to the objectives of the learning units, integrated with the completely philosophy of sufficiency economy.” The lowest mean score was “Setting person to have protection dealing with places and environment.”

4) General management had the third proper both in overall and each item at a much level. The highest mean score was “The development of workplace environment by always keeping it clean, comfortable, and hygienic condition economized for better immunity, followed by “Making a plan of education quality development related to the principle of the philosophy of sufficiency economy together with knowledge and moral.” In contrast, the lowest mean score was “Having public relations to make understanding, giving information, and publishing work piece of the philosophy of sufficiency economy for school management.”

Discussion

1. The components of school management model by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area

The literature reviews and related literatures were synthesized and brought to interview the experts who had participated or deal with school management by integrating the principle of the philosophy of sufficiency economy for elementary school in the lower-northeastern area. After data synthesized, it will be taken to create the conceptual framework which became the four main issues in education; 1) academic management 2) budget management 3) personnel management and 4) general management. Each had been integrated with sufficiency, reasonability, defensiveness emphasizing on the conditions, knowledge, and moral because of the school management instructions to support decentralization from the Section 39 of the Ministry of Education who assigned the committees, Educational Service Area, and schools in the area to allow the authorization in four principles management: academic, budget, personnel, and general management. Consequently, each school should be divided into the four of that category by synthesizing the philosophy of sufficiency economy. Sufficiency means adequacy or the middle way of living (not too much and not too less) by unexploited yourself or others. Reasonability means making a decision about the level of the sufficiency rationally by considering from related causes and factors, and carefully thinking about the effects that would be occurred from the action. Having a good self-protection means the readily preparing to face with the reflections and changes coming soon in the near future by depending on three components under the two conditions that are 1) moral should basically be kept in human's mind, mindfulness is focusing on good and bad senses with honor by using your intellective accurately and

appropriately in lifestyles' being of actions such as hardworking, being endeavor and patient, no greedy, no miserly, helpfulness, and responsible for living with each other in the society 2) knowledge should ready be had in related academic fields broadly with elaborateness and carefulness to get a network consider in action planning integrated with the four main principles to become the model of school management by integrating with the philosophy of sufficiency economy for elementary schools in the lower-northeastern area.

2. The model of school management by integrating with the philosophy of sufficiency economy for elementary school in the lower-northeastern area

According to the experts' opinions, the appropriateness of the model of school management by integrating with the philosophy of sufficiency economy for elementary schools in the lower-northeastern area had properly been in the contents of patterns which get along with four main principles; academic management, budget management, personnel managements, and general management. The details of the appropriateness are prescribed since the start until the end as follows:

1) As the opinions of the experts showed that personnel management is the primary importance. It is the core mission focused on supporting school that could be acted responding with school's objectives to fluently keep going on independently under the law which has disciplinary accordance with the principle of good governance.

2) As the opinions of the experts stated that budget management is the secondary importance. It showed that its mission is about setting, arranging, and approving in the financial and material system at school including following up, examining, managing budgets according to the given

projects. All budgets must be legal honestly and could be in checked with transparency.

3) Academic management is the third issue which showed that it is focusing on child-centered development. So that it should be adjusted thinking process and academic management skills approaching to potentially practice. That is improving and developing the school curriculum accordance with students' need. The policy setting of academic management depends on the school director to emphasize on the achievements as a result of the elementary schools has been administrated systematically. Hence, it is depending on the school directors to consider in bringing the principle of the philosophy of sufficiency economy integrated with school management of all four main principles.

4) General management is the last issue that showed the importance role of school management because the general management is taken part on services. It also helps to coordinate, enhance, and support others in general administration to reach the standardization and the qualification of the target goals (The Office of Educational Reform, 2002). Its structure has been set by the chairman for further management with actively and it can be adjusted depending on the situations to provide the education management basically emphasizing on its wealthy and the achievement.

Suggestions

As the results from the model of school management by integrating with Sufficiency Economy's Philosophy for elementary schools in Lower-Northeast Area were suggested given as follows:

1. For Applying Research

1) The school directors should bring these results to be guided in developing for school management by effectively integrating with the

principle of the philosophy of sufficiency economy for elementary schools in the lower-northeastern area.

2) The school director should give information of training model to train the staffs for enhancing knowledge in bringing the concept of sufficiency economy to apply in teaching and learning.

2. For Further Study

1) Private-elementary schools should also be researched in developing the model of school management by integrating of the philosophy of sufficiency economy.

2) Learning activities should be studied by integrating of the principle of the sufficiency economy's philosophy.

3) Bringing the principle of the sufficiency economy's philosophy to apply in students' lives should be examined.

4) Bringing the principle of the sufficiency economy's philosophy to apply in academic management should be investigated.

5) Bringing the principle of the sufficiency economy's philosophy to apply in general management in which it related to the unique identity of the institute should be learned.

6) Bringing the principle of the sufficiency economy's philosophy to specify as the philosophy, aspiration, vision or mission of the institute should be deeply determined.

7) The model of school impelling by applying in the philosophy of sufficiency economy for further inherit should be considered.

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FACTORS AFFECTING THE EFFECTIVENESS OF EDUCATIONAL QUALITY ASSURANCE

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ABSTRACT

The objectives of this research were 1) to study factors affecting the effectiveness of educational quality assurance, and 2) to compare factors affecting the effectiveness of quality assurance in different school sizes and to analyze those factors. The samples were 1,128 administrators and teachers from 33 schools under The Secondary Educational Service Area Office 32, selected by Stratified Random Sampling. A questionnaire was used as a research instrument and its reliability was at 0.95. The statistical analyses used in this study were percentage, mean, standard deviation, Multivariate Analysis of Variance (MANOVA), and Stepwise Discriminant Analysis.

The results showed that the factors affecting the overall effectiveness of quality assurance were in a high level. The first three factors ranging from high to low average scores were human resources factor, leadership factor, and teamwork factor. It was also found that different school sizes had different factors affecting the effectiveness of quality assurance and the statistical significance was at a .01 level. There were two factors: attitude

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factor and teamwork factor that could classify standardized and non-standardized schools.

Keywords; Factor, Effectiveness, Quality Assurance

Introduction

Thailand has managed basic education in terms of quality according to national education plan that regulates policies in educational quality development, and learning and teaching development including personal development. Moreover, the government sectors apply educational quality development plans to improve learners and learning procedures. However, these development plans are not successful as expected. It is criticized that Thailand educational management is terrible. The survey on people's attitudes towards educational management reveals that 60.56% of people are not satisfied with the educational management in Thailand. Thailand educational management is poor, expensive, and there is no control in educational standard which leads to inaccessibility in education (Chiengkul).¹ The survey mentioned above is the reflection from people who are not satisfied with the government educational management that lacks standard regulation or indicators in practices and constant monitoring of evaluation. Furthermore, the development is successful in expanding education in terms of quantity such as area expanding to construct buildings, and durable goods purchasing. However, in terms of quality, it is found to be critical issue of Thailand education system (Juntawanit and Jampong).²

¹ Chiengkul, W. **The report on Thailand education condition in 1998: Critical and Opportunity in reforming Thailand education and society**, Bangkok: Amarin Printing and Publishing, 1999, p. 15.

² Juntawanit, U. & Jampong, P. "Education: Quality development guideline", **Academic Journal**. Vol. 3 No. 4, 1999, pp. 2-12.

Quality assurance is regulated in Section 6: standard and quality assurance, Article 47 in the 1999 National Education Act. The quality assurance is needed to develop educational quality and standard. The quality assurance then is an important mechanism in educational quality development which assures that every learner will be given quality education from standard institutes as regulated in a basic education curriculum. Article 48 states that internal quality assurance in education is a part of educational management that all institutes have to practice continuously. The annual report needs to be proposed to the original affiliation and opened to publics. Article 49 regulates that every institute must be acquired quality assurance from outside sectors at least once in every five year and reports the evaluation result to related sectors and publics (Department of Curriculum and Instruction Development).³ Therefore, the Ministry of Education has regulated quality assurance plan by encouraging related sectors responsible for basic education to carry out quality assurance in education.

Although government policy emphasizes on quality assurance, most institutes' operations are not successful. The result of the first external quality assessment conducted by the Office for National Education Standards and Quality Assessment (Public Organization or ONESQA) shows 12,167 standardized schools (34.61%) and 22,992 non-standardized schools (65.39) from 35,159 schools in total (Matichon Newspaper issued on 19 August 2008, p.5). In the third external quality assessment (primary and secondary level), there were 31,797 evaluated schools and 19,570 schools are certified (61.55%) from 32,936 schools of all the country (The Office for National

³ Department of Curriculum and Instruction Development. **Internal Quality Assurance System: Framework and Guideline**, Bangkok: Kurusapa Ladprao Printing Press, 2001, p. 3.

Education Standards and Quality Assessment).⁴ Moreover, from the third external quality assessment report of basic education in 66 schools under the Secondary Educational Service Area Office 32 on 16 February 2014, it is found that 50 schools are certified by ONESQA (75.76%) and 16 schools are not certified (24.24%) (The Secondary Educational Service Area Office 32).⁵ The external assessment mentioned above indicates that some schools are not certified by ONESQA at educational service area or at national level. It would be necessary for related sectors to examine and carry out quality assurance in education.

In reviewing related literature and studies on internal quality assurance, most researches focus on planning and improving quality assurance system in the institutions. According to the fact that quality assurance is a new issue in practice at the beginning of the enactment of the 1999 National Education Act especially in basic education institutions. From one-year and one-year and six-month evaluation (Wongwanit)⁶ after the 1999 National Education Act has been legislated; there is an improvement in quality assurance in terms of policy. However, from surveying, it is found that a lot of administrators and teachers concerned that the quality assurance in the educational institutions is troubling, confused, worrying, and there still are many issues that needed the answer. They also perceive the quality

⁴ The Office for National Education Standards and Quality Assessment” .ONESQA. Ten quality cities list”, **ONESQA Booklet**. Vol. 15 No. 3 (2015) p. 5.

⁵ The Secondary Educational Service Area Office 32, **Report on the third external quality assurance under the Secondary Educational Service Area Office 32**, Buriram: the Secondary Educational Service Area Office 32, 2015, p. 13.

⁶ Wongwanit, S., **Research and Development of School Internal Quality Assessment t:Research Report**, Bangkok: Office of the National Primary Education Commission, 2001, p. 32.

assurance as their workloads (Kaewdang).⁷ Nonetheless, every institution could not avoid internal quality assurance. Not only they have to carry out internal assessment efficiently, but also they need to prepare for external assessment which could be assured that the institutions provide standardized quality learning and teaching. Thai learners, therefore, will be coped with ability, and happiness in order to help create peaceful, sustainable, and strong economic society and can cooperate and compete with other countries with dignity. As a consequence, the internal quality assurance is important for the institutions (The Office of National Education Commission).⁸

From Introduction, significance of the study, and related literature review on quality assurance in education, the researchers are interested to study factors affecting educational quality assurance of schools under the Secondary Educational Service Area Office 32. The results of this study could be used as the guidelines in planning, developing strategies, and supporting effective quality assurance for schools, affiliations, and related sectors

Research Objectives

1. To study factors affecting the effectiveness of quality assurance
2. To compare factors affecting the effectiveness of quality assurance procedures from different school sizes
3. To analyze factors affecting the effectiveness of quality assurance

⁷ Kaewdang, R., **Quality Assurance in Education: Everyone can do**, (2nd edition), Bangkok: Wattanapanit, 2001, p. 18.

⁸ The Office of National Education Commission. **Guideline for Quality Assessment in Schools: Readiness for External Assessment**, Bangkok: Pimdee, 2000, p. 21.

Research Hypotheses

1. Different school sizes affect the effectiveness of educational quality assurance differently
2. At least one factor affecting the effectiveness of quality assurance can classify standardized and non-standardized schools.

Methods

1. Population and samples

The populations in this research were 3,088 administrators and teachers of schools under the Secondary Educational Service Area Office 32 in academic year 2016.

The samples were 1,401 administrators and teachers of schools under the Secondary Educational Service Area Office 32 in academic year 2016 selected by stratified random sampling.

2. Data collection tools

The 5-rating scale questionnaire used in this study was created according to the framework. It was divided into 2 parts: general information of the participants and the questions about six factors affecting the effectiveness of educational quality assurance. Those six factors were leadership, teamwork, attitudes, motivation, budget, and human resource management.

The questionnaire was examined and approved by advisors, and later edited according to their advice. Then the questionnaire was inspected to find its content validity by examining the accordancy between items and glossary of the studied factors, the overall meaning of items, and clarity of the language. If the average of the accordancy was between 0.50-1.00, it could be confirmed that the item could be later used. The result from the experts showed that 36 items had the IOC (Index of Item-Objective Congruence) between 0.60-1.00. After that, the questionnaire was tried out

with 60 administrators and teachers in schools under the Secondary Educational Service Area Office 32 who were not in the sample group. The item discrimination (r_{xy}) of the questionnaire was between 0.32-0.79. The reliability of the whole questionnaire was 0.95 and in each dimension was between 0.81-0.95.

3. Data collection procedures

The document in requiring for data collection of administrators and teachers were issued from Graduate School, Buriram Rajabhat University to the Head of the Secondary Educational Service Area Office 32. The returned questionnaire would keep by Supervision, Monitoring, and Evaluation for Educational Provision Group, the Secondary Educational Service Area Office 32. The 1,401 questionnaires were sent by mail to 33 sampled schools and 1,128 questionnaires were returned with the percentage of 80.51.

4. Data analysis

4.1 Calculating frequency and percentage from the questionnaire of general information of participants

4.2 Calculating mean and standard deviation

4.3 Calculating simple correlation and significance of the correlation coefficient

4.4 The data were analyzed and compared as follows:

4.4.1 To compare factors affecting the effectiveness of quality assurance in terms of different school sizes by applying Mutivariate Analysis of Variance (One-way MANOVA) with Lambda technique (Λ) of Wilks' Lambda distribution to calculate F-test according to Rulon and Brooks.

4.4.2 To discriminate factors affecting the effectiveness of quality assurance by using Stepwise Discriminant Analysis according to Wilks' Lambda distribution.

Results

1. Teachers from small standardized schools indicated that factors affecting the overall effectiveness of quality assurance were at high level ($\bar{X} = 3.75$). Five factors were at high level and one factor was at moderate level. Teachers from non-standardized schools perceived factors affecting the overall effectiveness of quality assurance at moderate level ($\bar{X} = 3.09$) with high level of four factors and moderate level of two factors

Teachers from standardized medium schools considered factors affecting the overall effectiveness of quality assurance at high level ($\bar{X} = 3.72$). Five factors were at high level and one factor was at moderate level. For teachers from non-standardized schools, they indicated factors affecting the overall effectiveness of quality assurance at high level ($\bar{X} = 3.76$). Five factors were at high level, and one factor was at moderate level.

Teachers from standardized large school indicated that factors affecting the overall effectiveness of quality assurance were at high level ($\bar{X} = 3.66$). Also, all six factors were at high level. For teachers from non-standardized schools, they considered factors affecting the overall effectiveness of quality assurance at high level ($\bar{X} = 3.94$) and in each factor was also at high level.

Teachers from all three sizes of schools perceived factors affecting the overall effectiveness of quality assurance at high level ($\bar{X} = 3.75$). Five factors were at high level and one factor was at medium. The averages of factors ranging from high to low were human resources management factor ($\bar{X} = 4.05$), leadership factor ($\bar{X} = 3.79$), teamwork factor ($\bar{X} = 3.73$) motivation factor ($\bar{X} = 3.72$), and attitudes factor ($\bar{X} = 3.68$). The factor that was at medium level was budget factor ($\bar{X} = 3.50$).

2. Schools with different sizes had different factors affecting the effectiveness of quality assurance with statistical significance at .01.

3. There were two variables that discriminate standardized and non-standardized schools in quality assurance. The attitudes variable (X_3) was applied to analyze at the first step and then teamwork variable (X_3) was used in the second step with statistical significance at.01.

Discussion

1. The factors affecting the overall effectiveness of educational quality assurance were at high level except the budget factor which was at medium level. The factors ranging from high to low were human resource management, leadership, teamwork, motivation, and attitudes.

1.1 Human resource management factor

A person with good attitudes towards his/her work, having responsibility in doing the job, and realizing and understanding educational quality assurance mostly affected the procedures in quality control system. This was complied with (Ted's study)⁹ that human factor was crucial in quality assurance. It was highlighted that even though quality assurance always focused on organizational management, the excessively emphasized on the system and methods without realizing how important human, the practitioner, is could be taken as failure.

1.2 Leadership factor

The leadership factor affected educational quality assurance comprised clear vision, ability to work with both inside and outside personals, strong decision with information, determination in quality assurance, skills in planning, following, and evaluating work. The leader should motivate staff to work effectively and encourage staff, parents, and community to participate in learning management of schools. It was in accordance with (Moorhead &

⁹ Ted, P. E. "Human Factors in Quality Assurance", **Journal of Information Systems Management**. Vol. 10 No. 3, Summer 1993 : pp. 17-24.

Griffin)¹⁰ and (Goetsch & Davis)¹¹ that the support from top executive was an important factor towards success because cooperation in an organization needed control and problem-solving of administrators.

1.3 Teamwork factor

Schools that appointed the committee in educational quality assurance and clearly assigned responsibilities to the staff could affect educational quality assurance. The flexibility of administration led to cooperation in decision making of staff and teamwork which helped fast communication in the organization. These were in line with (Taylor & Hill's)¹² study that mentioned about TQM in educational organization. The core factor that support the procedures was organizational factors which consisted of organic (organization structure and cultures), and total quality management (TQM) that focused on a person. Therefore, human resource management would be important.

Furthermore, the results of this study were in line with (Uaewong's)¹³ study The study aimed to analyze supportive and obstructed factors towards educational quality assurance of basic educational organizations. It was found that three internal factors highly supported the quality assurance were leadership factor, organizational culture factors, and

¹⁰ Moorhead, G. & Griffin, R. W. **Organizational Behavior: Managing People and Organizational**, (5th ed.), Boston: Houghton Mifflin, 1998, pp. 558-560.

¹¹ Goetsch, D. L. & Davis, S. **Implement Total Quality**, Englewood Cliffs: Prentice-Hall, 1995, pp. 179-181.

¹² Taylor, A. & Hill, F. "Issues for Implementing TQM in Further and Higher Education: The Moderating Influence of Contextual Variables", **Quality Assurance in Education**. Vol. 15 No. 2, September 1993 : pp. 12-21.

¹³ Uaewong, K. "Supported and obstructed Factors towards Educational Quality Assurance in Basic Education Institutions", **Dissertation in Doctor of Philosophy (Educational Administration)**, Bangkok: Chulalongkorn University, 2003.

personal factors. The external factors that highly supported quality assurance were politic factor. Other moderated factors were structure factor, physical factor, equipment factor, budget factor, social factor, economic factor, and technology factor.

2. Comparison of factors affecting the effectiveness of quality assurance of schools with different sizes: large, medium, and small

The results revealed that different school size had different factors affecting the effectiveness of quality assurance with statistically significance at .01. This was in line with hypothesis I that different school sizes affect the effectiveness of educational quality assurance differently. It was also in accordance with (Kodsrikiew's)¹⁴ study that examined educational quality assurance of secondary schools in Mahasarakham. The results showed that teachers from different school size had different attitudes towards overall and in each factor affecting quality assurance. The teachers from large secondary school had more operations in quality assurance than those from medium and small schools. The result is also in line with (Kaewkhwan's)¹⁵ study that investigated primary schools' education quality assurance, Buached district, Surin. The study compared teachers' attitudes towards quality assurance in primary schools according to school sizes. It was found that teachers working in different school sizes had different attitudes towards quality assurance in general and in each factor with statistically significance at

¹⁴ Kodsrikiew, S. "Quality Assurance Procedures in Secondary Education under the General Education Office, Mahasarakham", **Dissertation in Master of Education (Educational Administration)**, Mahasarakham: Mahasarakham University, 2003.

¹⁵ Kaewkhwan, J. "Quality Assurance in the primary schools under the Primary Educational Office, Buached district, Surin", **Dissertation in Master of Education (Educational Administration)**, Mahasarakham: Mahasarakham University, 2004.

.05. It was affirmed that all factors studied in this research were important and truly affected quality assurance in education.

3. Discriminant analysis of factors affecting the effectiveness of quality assurance

The study founded 2 factors: attitudes factor and teamwork factor that could classify standardized and non-standardized schools. It was conformed to hypothesis II that at least one factor affecting the effectiveness of quality assurance can classify standardized and non-standardized schools.

3.1 Attitudes factor was the highest result in discriminant analysis. It was considered as the most important factor in classifying standardized and non-standardized schools in quality assurance. The attitudes factor included the readiness of staff, quality assurance knowledge and understanding. The positive attitudes of school staff would affect quality assurance in education that led to efficiency and effectiveness in the assurance. This is in accordance with (Subsatien's)¹⁶ study that the factors influencing organizational effectiveness consisted of four main factors: organization, environment, personal in organization, and administrative and operational policies.

3.2 Teamwork factor was second important factor that could classify standardized and non-standardized schools in quality assurance. The teamwork factor influenced quality assurance in various ways. For example, good relationship, teamwork among school staff, mutual understanding in working, realizing the value of evaluation for improvement, and showing respectful and honored could lead to learning together. It is in accordance

¹⁶ Subsatien, S. "Development of a Casual Model of the Effectiveness of the Internal Quality Assurance in Basic Education Institutions: Multilevel Structural Equation Modeling", **Dissertation in Master of Education (Educational Research**, Bangkok: Chulalongkorn University, 2003.

with the proposal of (Cuttance)¹⁷ about educational organization cultures and atmosphere. It was mentioned that school culture and atmosphere supporting development included workers' acceptability towards work achievement, problem solving, and solidarity and cooperation. It was also in line with (Uaewong's)¹⁸ study on analyzing supportive and obstructed factors in quality assurance of basic education. The findings showed internal factors that supported quality assurance were administrators who were determined, dedicated and seeking knowledge, good organizational culture where staff working together as a team, realizing the value of evaluation, having responsibilities in teaching and learning, and believing that quality assurance would lead to quality development in education. Besides, flexible cooperation and staff working in charge with quality assurance would be supportive factors. The external factors included supporting from community and educational committee, and law or policy that encouraged schools to operate quality assurance.

Suggestion

The Ministry of Education, Office of the Basic Education Commission, Offices of Educational Service Area or attached agencies which involve in operations of the education quality assurance system should consider these factors as basic information and as the guidelines for promoting and supporting the agencies in attachments to improve quality and efficiency of education provision in order to pass more requirements of ONESQA.

¹⁷ Cuttance, P. **Consumer Evaluation of Quality Management and Quality Assurance Systems for Schools**, Sydney: NSW Department of School Education, 1994, pp. 56-57.

¹⁸ Uaewong, K. "Supported and obstructed Factors towards Educational Quality Assurance in Basic Education Institutions", **Dissertation in Doctor of Philosophy (Educational Administration)**, Bangkok: Chulalongkorn University, 2003.

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FACTORS THAT INFLUENCE THE EFFECTIVENESS OF COLLABORATION NETWORK IN BASIC EDUCATION INSTITUTES

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ABSTRACT

This research purposes were 1) to create and develop the basic hypothesis of the linear structure model of factors that influence the effectiveness of the collaboration network in basic education institutes, and 2) to confirm the consistency between the hypothesis model and empirical data. The model was developed by using the methodology described as following; document analysis and related research, interviews with experts in education, and study the educational outstanding which were to confirm the hypothesis basic model. The instrument was used a semi-structured interview, consistency confirmation between the hypothesis and empirical data. The samples were school administrators, teachers, and the Basic Education Committee consisted of 1,920 people whom came from 640 schools. The schools were used as a unit to analyze the data. The instrument used in this research was a 5-rating scale questionnaire which created by researcher. The basic statistics were analyzed by using SPSS for Windows 17.0, and LISREL 8.72 was used confirmatory factor analysis, and to confirm the consistency between the theory and empirical data.

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The research results were found that:

(1) The relationship of linear structure model of factors that was influence the effectiveness of the collaboration network in basic education institutes which created and developed by the researcher included variables which classified into 1 exogenous variable as Transformational Leadership, and 3 endogenous variables, Strategy planning, Communications, and effectiveness of the collaboration network.

(2) The relationship model of linear structure factors was influenced the effectiveness of the collaboration network in basic education institutes fitted the empirical data. Also, the effectiveness of the collaboration network was influenced by the transformational leadership factor was 0.55, Strategy planning factor was 0.14, and communication factor was 0.08 with the indirect influence by passing the transformational leadership factors was 0.24, the Strategy planning was 0.07, and the total influence was 0.79 coefficient prediction (R^2) of 0.63. That is, the proportion of its variable effectiveness of the collaboration network as described by transformational leadership factors, Strategy planning factor, and communication were 63 percent.

Keywords; Influencing the Effectiveness Factors, Collaboration Network, Basic education institutes

Introduction

The suggestion from the education reforms in the second decade (B.E.2552-B.E.2561) has three main plans: 1) Lifelong Learning management is a quality with emphasis on the learners, 2) creating the opportunities and making an equation in learning, and 3) the participation of all sectors in educational management by providing education for lifelong Learning. It is the agency responsible for the projects and plans to publish the relevant authorities for implementation. As well as creating opportunities and making an

equation in learning, focus on the agency's plans for student groups. Equally recognizes the right of children to receive a good education quality. It's also the participation of all sectors of educational management has formed a diversified operation. The creation feature has a different look. Creating collaborative networks are an important factor in education reform a success by it characterized as partnership of organizations or individuals both inside and outside the schools that were interested, they have a view sharing, linking, and collaborative learning continuously. It is to promote quality education to achieve efficiency and effectiveness of schools as a whole with the form of the work caused by coordinating between those involved in the goodwill with the goal to collaborate with a network of collaboration by using a network partnership. Opportunities given to all members in the network are coordinated, such as to exchange information and knowledge; to mobilize resource; to develop the knowledge; and to generate in order to push new issues.¹ The education quality achievement problems are low. It is dissonance with the investors due to the unavailability of school. It effects collaboration in promoting the factors of the community organization structure; the small number of the small size schools has grown; and the collaboration of the schools in the network, there is no clear model. The researchers are interested to study about the factors that are influence the effectiveness of the collaboration network in basic education institutes, to present a framework in driving the development of the students which it is responding to educational policies. It is also distribution of resources that have a limited thoroughly, and has high benefit in the quality development of further education.

¹ Chareonwongsak, K., **The network management: importance strategy to the success of education reform**, Bangkok: Success Media, 2000, Page 84-90.

Purpose of the Research

1. To create and develop a basic hypothesis model of linear structure factors that are influence the effectiveness of the collaboration network in basic education institutes.

2. To confirm the consistency of the basic hypothesis model assumptions that relate in linear structure factors that influence the effectiveness of the collaboration network in basic education institutes developed with empirical data.

Research Methodology

Step1: creating and developing a basic hypothesis model of linear structure factors that are influence the effectiveness of the collaboration network in basic education institutes. First, study the factor and made a model draft of linear structure of factors that are influence the effectiveness of the collaboration network in basic education institutes as a concept, and study the theory that related to the factors that are influence the effectiveness of the collaboration network in basic education institutes, then, synthesized the elements, gave operational definitions, and indicator of each factors to determine the framework for research. After that made a draft model of relationship linear structure of factors that was influence the effectiveness of the collaboration network in basic education institutes. Second, depth interviews to 5 experts, and the schools that had outstanding success in the management of the collaborative network of 3 schools by using the depth interviews with school administrators, teachers, and the Basic Education Committee who was representatives of the 3 schools, a total of nine people, to improve draft model of relationship in linear structure of factors that was influence the effectiveness of the collaboration network in basic education institutes.

Step2: confirming the consistency of the basic hypothesis model assumptions that related in linear structure of factors that influence the effectiveness of the collaboration network in basic education institutes developed with empirical data. The samples used in this research were the government schools that educational management in the basic education institutes level under Primary Educational Service Area Office in the Northeastern, the total was 640 schools which information provided in each school consisted of 3 types such as school administrators, teachers, and the Basic Education Committee. A total was 1,920 people who provided information. The instrument was used in this research was a questionnaire divided into three parts: information of the respondents, a 5-rating scale to ask the opinion about the effectiveness of the collaboration network in basic education institutes, and a 5-rating scale on the behavior of the factors that was influence the effectiveness of the collaboration network. The reliability of questionnaire was .96. The validity of the questionnaire range from .33 to .91, and then, analyzed the data by using the statistic as following; the percentage, standard deviation, correlation between variables, and confirmation consistency between the model with the empirical data analysis by using path and using LISREL version 8.72.

The research results

1. Linear structure model of factors that are influence the effectiveness of the collaboration network in basic education institutes which the researcher created and developed was 4 exogenous variables which it was classified as 1 endogenous variable as transformation leadership and 3 exogenous variables, strategic planning, communication.

2.The relationship of linear structuremodel factors was influenced The effectiveness of the collaboration network in basic education institutes fitted the empirical data ($\chi^2/df = 1.457$, GFI = 1.00, AGFI = 0.990, SRMR = 0.009, RMSEA = 0.015, and CN = 2255.52). The effectiveness of the collaborationnetwork was influenced by the transformational leadership factors was 0.55, Strategy planning factor was 0.14, and communication factor was 0.08 with the indirect influence by passing the transformational leadership factors was 0.24, the Strategy planning was 0.07, and the total influence was 0.79 coefficient prediction (R^2) of 0.63. That is, the proportion of its variable effectiveness of the collaboration network as described by transformational leadership factors, Strategy planning factor, and communication were 63 percent.

Discussion of the research findings

1. The creation and the development of a basic hypothesis of linear structure model of factors were influenced the effectiveness of the collaboration network in basic educationinstitutes. The effectiveness of the collaboration network in basic education institutesobserved variables include three components: 1) collaboration administration 2) the organization of learning, and 3) organizational commitment.In addition, factors that influence the effectiveness of the collaboration network in basic educationinstitutes have 3 factors: Transformation leadership, Strategy planning, and Communication. Each contains of elements that were variable factors as follows: 1) Factors transformation leadership included 4 variables: intellectual stimulation,the influence of ideology, the inspiration, and focus on the Individual perfected individuals, 2) Factors of strategy planning included three variables: setting of direction and goals, setting the strategy, and analysis

environment, and 3) Communication factors included 3 variables: communication skills, communication models, and communication channels.

The relationship of the structure linear factors that influenced the effectiveness of the collaboration network in basic education institutes, considering the concept of the system was the input - process - output in the opinion of Jamlearn Jitlang² that defined the atmosphere and culture of the organization, Leadership and Learning were exogenous variable which it had factors affecting the vision, mission, and strategy. Management systems, organization structure, the ability of people, technology, and organization reinforcement of learning were the endogenous variables. The researchers determined that the transformation leadership such an exogenous variable factors that affect strategy planning, as well as, the means of communication while the direct impact on the effectiveness of the collaboration network with the strategy planning and also the means of communication, which was intervention variable, which was endogenous variable that had a direct influenced on the effectiveness of the collaboration network. In addition, the opinion of Suthep Phongsrirat³, transformational Leadership was influenced with communication as same as the opinion of Thaweewan Inda⁴, the strategy

² Jitlang, J, Relationship linear structure model of knowledge management factors that affect the organization of learning in schools under the Office of Basic Education in the South, Songkhla: Prince of Songkla University Graduated school, 2007.

³ Phongsrirat, S., **Transformation leadership features in the institution.** Retrieved July 25, 2014, from Academic Article: <http://suthep.crru.ac.th/>, 2006.

⁴ Inda, T, **The effectiveness development model of the strategy into practice in higher education institutions of the state.** Bangkok: Graduated school Silpakorn University. 2009.

planning influenced with communication as Meryer, J. P. et al.⁵ opinion, transformation leadership influenced organization commitment as same as the opinion of Sharon⁶, transformation leadership influenced the organization of learning and in the opinion of James and Connolly⁷, transformational leadership influenced the strategy planning, collaborate admiration, communications, and organizational commitment by each of the factors that influence the effectiveness of the collaboration network. In conclusion, the relationship model between linear structural factors that influenced the effectiveness of the collaboration network in basic education institutes included 4 exogenous variables. The exogenous variables were within the classification of the 3 exogenous variables, and also the 1 of the 4 exogenous variables was endogenous and the variables measured all together were 13 variables.

From the in-depth interviews of 5 experts and study the schools that outstanding success in the management of the collaborative network from 3 schools, the researcher added two indicators: 1) an indication of collaborated in administration was school administrators who worked with members of the network were transparent budget, activities, and the benefits that they received; and 2) an indication of variables which inspired the network administrators encourage members to recognize the importance of building the network was an ongoing process even as the administration moved.

2. The confirmation the consistency of the basic hypothesis model assumptions that related in linear structure of factors that influenced the

⁵ Meryer, J. P. et al, "Affective continuance and normative commitment to the organization : A meta-analysis of antecedents correlates an consequences." **Journal of Vocational Behavior.** 61 : 2002, p. 20-52.

⁶ Sharon, "Transformational leadership and personal values for management in the new millennium." **Home Healthcare Nurse Manager,** 4(1) : 2002, p. 21-23.

⁷ James C. and Connolly U, **Effective change in school,** London : Routledge Falmer, 2000.

effectiveness of the collaboration network in basic education institutes that the researcher developed with empirical data, the issues are discussed below.

2.1 Factors that influenced the effectiveness of the collaboration network in basic education institutes in order from the most to the least factor were the transformation leadership factor, strategy planning, and communication factor which valued of the influence coefficient was 0.55, 0.14, and 0.08, respectively, with the following issues: Transformation leadership factors was direct influence on the effectiveness of the collaboration network in basic education institutes. The influence was 0.55 ranked at the first, which meant that school administrators demonstrated in the administration. Or working on a process to see how members of the network, or new approaches to solve problems, improve how they work with the network encourages members to give their opinion, vision problems in various aspects were analyzed by the rational, and promoted creativity in the work leading to the invention of new ways of thinking to solve problem, accepting, and a common vision. It could have the same perform direction to achieve the same success as the target together, recognized respect, honor, faith, and trust of the network members. Also, they behaved as a good model as well to dominate possession and dominate their work in accordance with the study of Siriporn Tuntinyamart⁸ the strategy planning factor had a direct influence on the effectiveness of the network collaboration in Basic Education institutes. The influence was 0.14 which meant that the second high-ranking school administrators have shown in the management or operation by the network members are engaged the direction and goals for the organization such as the vision, mission and goals by administrators required

⁸ Tantiyamart, S., **Administration school network model in participatory on effectiveness under Bangkok Metropolitan Administration**, Bangkok: Graduated school Silpakorn University, 2007.

an understanding at a high level, the ability to forecast the future, and the ability to revolutionize thinking accordance with studied of Suwimon Phoklin⁹ and Communication factor had a direct influence the effectiveness of the collaboration network in basic education institutes. The influence equaled 0.08. It was the lowest influence. This meant that the expressions of school administrators who showed the ability to send and receive information to achieve a better understanding, and coordinating the various parties have responsibilities to meet the objectives of the organization included listening skills, speaking skills, writing skills, body language, able to talk to make others to understand easy, speaking to convince others to agree in the comments, the message to convey to the reader to understand the purposes to achieve better understanding and better coordination. The organization was working achieve the goals of both parties have a chance to be the sender and recipient information which they were consistent with the study of Jamnong Jamjaradwong¹⁰

2.2 Factors that influenced the effectiveness of indirect collaboration network in basic education institutes.

Factors that influenced to the indirect effectiveness of collaboration network in basic education institutes factor, transformation leadership factor, and strategy planning factor which the influence the value were 0.24 and 0.07, which meant that the school administrators showed in the management or operation of the process allowed network members to see how new approaches or solutions. There was considering how to improve the network, then encouraged members to give opinion and to see the various aspects of

⁹ Phoklin, S., **Model development network of academic cooperation for developing quality of small size in basic education**, Phitsanulok : Graduated school Naresuan University, 2006.

¹⁰ Jamjanwong, J., **The multilateral network management model for developing educational quality in basic education**, Bangkok: Graduated School Eastern Asia University, 2009.

a problem. They analyzed problems by using reason for solving the problems, and promoted creativity in the work leading to the invention of new ways of thinking to solve the problem accepting, had a common vision. They had seen as an operation way to achieve the same success as the target together such as the vision, the mission, and the goals by management requires an understanding at a high level, the ability to forecast the future, and the ability to revolutionize thinking which there were consistent with studied of Vichai Sangsri¹¹

2.3 Factors that influenced the total the effectiveness of the collaboration network in basic education institutes.

Factors that the total influenced effectiveness of the collaboration network in basic education institutes, which was sorting the influence of ascending as follows; transformation leadership factor; strategy factor; and communication factor by the total influence of 0.79 and 0.21. This meant that the transformation leadership factor was a key factor in the development of network collaboration in basic education institutes to be effective due to transformation leadership were factors that influenced both directly and indirectly and was the most influential. This was consistent with studied of Saowanee Treeputtarat et al.¹²

Suggestions

1. It should be a participatory action research by the results of this study as a guideline such as development factors that influence the effectiveness of the

¹¹ Sangsri, V., **Analyzed study of the network management schools in the rural areas Northeastern model**, Bangkok: Graduated School Chulalongkorn University, 2009.

¹² Treeputtarat, S., **Network construction management system for studying the effectiveness of education reform in Northeastern**, Khon Kaen: The office of the National Research Council of Thailand (NRCT), 2006.

collaboration network as statistically significant, or factors that the development influence of direct and indirect, and the high total influences.

2. There should do research and development (R & D) in adopted this style of a linear relationship model between the factors that influence the effectiveness of the collaboration network in basic educationinstitutes. The classification includes 4 variables. There are 3 exogenous variables, 1 endogenous variable, and all of endogenous variables were 13 variables to develop a program of the network of collaboration in basic educationinstitutes.

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A LEADERSHIP CHARACTERISTIC MODEL OF UPRIGHT SCHOOL
ADMINISTRATORS UNDER THE OFFICE
OF BASIC EDUCATION COMMISSION

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ABSTRACT

The purposes of this research were to 1) study the leadership characteristics of upright school administrators, 2) construct the leadership characteristic model of upright school administrators 3) evaluate the suitability and possibility and benefit of model. The research was comprised of 2 steps: 1) study the leadership characteristics of upright school administrator 2) construct the leadership characteristic model of school administrators. The sample were the school administrators, teachers and stakeholders by using sampling purpose in the lower Northeast. The statistics used for data analysis were arithmetic mean and standard deviation.

The major of research find that

1. The leadership characteristics of upright school under the Office of Basic Education Commission consisted 3 characteristics: conducting oneself conducting people and conducting career 7 aspects; personality, morality, students, teachers and staff, parent and community, academic, and management.

2. The leadership characteristic model of upright school administrators was comprised of 4 parts: Part1) acknowledgement and cognition; Part2) learn and develop comprised of 6 steps: 3.1) evaluation before developing, 3.2) objective 3.3) contents

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3.4 activities 3.5 evaluation after developing, and 3.6) redeveloping; Part3) Guidance the contents to apply Part4) conditions of using model

Keywords; A Model, Leadership Characters, Upright Schools

Introduction

The ranking corruption perceptions index in 2012, Thailand have 37 points out of 100 which was the 88th out of 176 ranked countries. The upper score means the corruption perceptions index is low, the lower score means the corruption perceptions index is high. In 1997 Good governance in the public sector due to economic crisis that caused severe of Thailand. The public sector and those affected that fueled in part by the weak performance of the mechanisms of governance (Office of the Public Sector Development Commission, 2014: 1)

Projects to strengthen the moral and governance in education “prevent corruption” (upright school) occurs because the National Strategy on the Prevention of Corruption Phrase 2. A vision that Thailand social discipline, transparency, adherence to moral principles. Ethics and anti-corruption together. It recognized international. The main goal is to reduce corruption in Thailand and Raise the moral of the Thai people to a higher level. By setting a target of 50 percent by the year 2017.

It can be seen that the problem of corruption is worrisome and is a major obstacle to developing countries. Office of Basic Education Commission as to whether an event is responsible for providing education to the youth of the country and approve to the Bureau of Educational Innovation Development perform the projects to strengthen the moral and governance in education “prevent corruption” By giving priority to preparation for the prevention and suppression of corruption in schools to raise awareness for the foundation, which is a mechanism to prevent of the nation. The upright

school project is a project that is consistent with the strategic intent of the Office of Basic Education Commission on prevention of corruption. Office of Basic Education Commission intended destination towards determining whether an organization is learning, economical life, avoid the temptation, all agencies responsible, in response to anti-fraud.

From the scope of the mission and the focus that the Office of Basic Education Commission defined above and the upright schools are the schools that focused on promoting ethics and transparency, free of corruption. The schools must continue the policy to achieve that aims. Everybody has the influence to be able to bring education to carry out the purposes thereof would not be the directors. The driving school will lead to a goal that directors must be a person's faith. The directors are good model of the teachers, education personnel, students, parents, community and stakeholders, management transparency and are accepted by them. The directors who have recognized the need to protect human leadership personality, ethics, be able to adapt to society and management features. It can be seen that the leadership of management is of paramount importance. The reason why such a capacity that allows researcher to study the leadership characteristic model of upright school administrators under the Office of Basic Education Commission.

This research will lead to the leadership characteristic model of upright school administrators under the Office of Basic Education Commission that cover the essence of leadership under the concept of a theory of leadership and administration on 3 leadership characteristics of upright school : conducting oneself conducting people and conducting career

Research Objectives

5.1 To study the leadership characteristics of upright school administrators under the Office of Basic Education Commission

5.2 To construct the leadership characteristic model of upright school administrators under the Office of Basic Education Commission.

Methods

3.1 Population and Sample

Population: The population in this study are the secondary schools of the Secondary Educational Service Area under the Office of Basic Education Commission in the Northeast.

Sample: The sample in this study are:

1. The upright school model that Best practice 3 schools
2. The directors of the upright school model
3. The directors or vice directors, 5 teachers, 2 committees on Basic Education of 84 upright schools for 672 persons.

3.2 Research Instruments

The instrument used in the research are as follows

1. Unstructured interview
2. The questionnaire focused on the leadership characteristics of upright school administrators under the Office of Basic Education Commission

3.3 Data Collection

To collect the data to focus on the leadership characteristic of upright school administrators under the Office of Basic Education Commission.

The researcher collected the data as follows:

1. Request from the Graduate School to inform the experts, the professional and the school sample every steps

2. The researcher connects to the advisors of 3 schools for making an appointment the directors to interview about the leadership characteristic of upright school administrators.

3. The researcher interviewed the directors about the leadership characteristic of upright school administrators in each school according to the appointment.

4. The researcher collected the questionnaires by him/herself.

5. Check the integrity of the questionnaire, get the complete 633 vols.

3.4 Data Analysis

Analysis of data from the interviews and the questionnaires about the leadership characteristic of upright school administrators under the Office of Basic Education Commission is as follows.

1. The data from the interview was analyzed oriented content.

2. The data from the questionnaire was analyzed as follows

2.1 Overview of the respondents were analyzed by frequency and percentage

2.2 The data about the important of the leadership characteristic of upright school administrators were analyzed by mean and standard deviation.

Results

1. The leadership characteristic of upright school administrators under the Office of Basic Education Commission

Table 1: The average and standard deviation of the leadership characteristic of upright school administrators under the Office of Basic Education Commission

The leadership characteristic of upright school administrators under the Office of Basic Education Commission	\bar{x}	S.D.	Level
Conducting oneself			
1. Personality	4.78	0.47	highest
2. Morality	4.86	0.38	highest
Conducting people			
3. Students	4.81	0.45	highest
4. Teachers and staff	4.82	0.44	highest
5. Parents and community	4.81	0.44	highest
Conducting career			
6. Academic	4.72	0.51	highest
7. Management	4.88	0.44	highest
The Average	4.78	0.47	highest

According to the table 1, it found that the leadership characteristic of upright school administrators under the Office of Basic Education Commission in personality aspect was at the highest level (\bar{x} = 4.78). When it was considered in each aspect in leadership characteristic of upright school administrators under the Office of Basic Education Commission, it showed that the most aspect level was management (\bar{x} = 4.88). The second aspect level was morality (\bar{x} = 4.86). And the least aspect level was academic (\bar{x} = 4.72)

In conclusion, the leadership characteristic of upright school administrators under the Office of Basic Education Commission consisted of three aspects: 1) conducting oneself such as personality and morality, 2) conducting people such as students, teachers and staff, parents and community, and 3) conducting career such as academic and management

2. A leadership characteristic model of upright school administrators under the Office of Basic Education Commission consisted of four parts as bellowed:

Part 1: To have acknowledgement and cognition which was a part of the inspiration to developing the aspects, and try to understand or to acknowledge with awareness, consciousness, guidance for the administrators or others who were interested in studying about the leadership characteristic of upright school administrators under the Office of Basic Education Commission

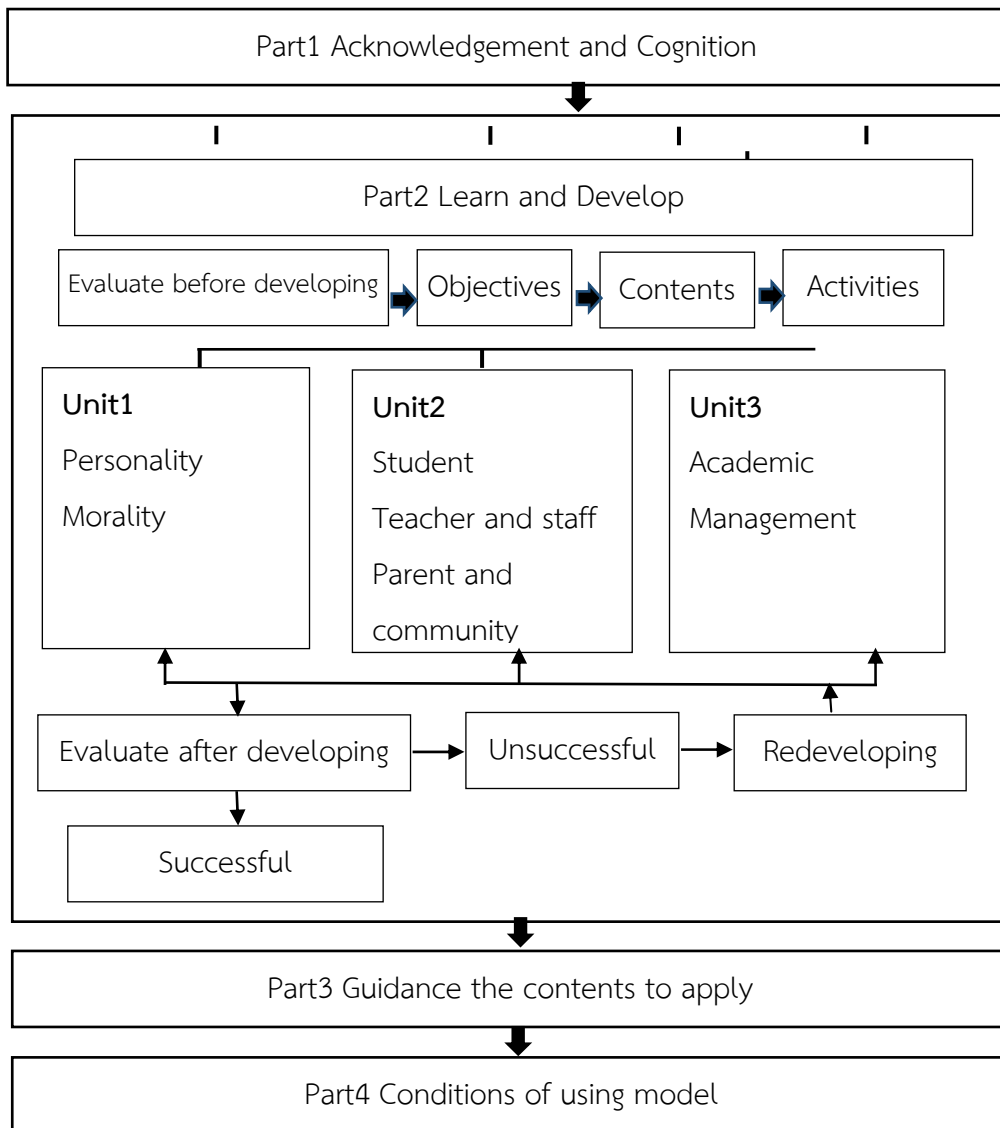
Part 2: To learn and improve. They could help to explain the processes in developing the leadership characteristic of upright school administrators under the Office of Basic Education Commission by taking the important aspect needed to apply from the research of the leadership characteristic of upright school administrators model in academic year 2015 for specifying the content both three issues and seven aspects. Self-assessment should be done before developing objectives, contents, activities. After that, there should be evaluated and redeveloped.

Part 3: Contents used. It was the guidance of applying model

Part 4: The conditions of applying. Rules and restriction were the conditions of model applying the leadership characteristic of upright school administrators under the Office of Basic Education Commission

The result of evaluation in the leadership characteristic model of upright school administrators both its structures and components were harmoniously appropriateness, possibility, and usefulness to apply at highest level of all items.

Picture 1: The leadership characteristic model of upright school administrators under the Office of Basic Education Commission



Discussion

As research results, the researcher studied the leadership characteristic model of upright school administrators in creating development model of the leadership characteristic model of upright school administrators and evaluated as bellowed:

1. The leadership characteristic of upright school administrators had three aspects; conducting oneself, conducting people, and conducting career in accordance with Wagner and Strenberg (Weerawat Pannitamai, 2000, p. 59 – 60) noted that the behaviors of experts in “Practical Intelligence” could help their professions and lives to successfully administrate. It was divided into three types: 1) Managing self 2) Managing others 3) Managing career together with seven aspects that were personality, morality, students, teacher and staff, parent and community, academic, and management. It found that the upright school administrator model under the Office of Basic Education Commission including teachers and staff and school commissions emphasized on the leadership characteristic of upright school administrators by putting in order ranging from the most to the least important as the following aspects. (1) Management aspect; all seven items were rated as the highest. The administrators were holding leadership and capable of management administration. The administrators applied sufficient economy as a guideline to manage educational institutes as well as co-management and planning strategies. Moreover, the administrators were discerning, having good governance and systematically and completely arranging management structures conformed to the fifth standard of educational administrators’ criteria of the Teachers’ Council of Thailand which was developing and utilizing management innovation leading to high quality of works. The management innovation was an important equipment of administrators for creating high quality and efficiency of works. The professional administrators had to acquire modern management, choose, and evolve various innovations according to situations, conditions, and limitations of works so that the organizations will be continuously improved and all staff will potentially work. (The Secretariat of Teachers Council of Thailand, 1999, pp. 27 – 31). (2) Morality aspect; all 12 items were rated as the highest importance. The

administrators adhered to profession moral, honesty, discipline, fairness, and high responsibility. Also, they had to admit to their mistakes and goodness, refuse conflict of interest, being a role model, more considerate of others than themselves, benevolence, to be democratization, and insist on religious doctrine. This was in accordance with Surasak Pahay (2000, p. 27) that the professional school administrators in the period of educational reform must acquire morality in management in order to be a good role model for subordinates, and did not seek to benefit from working position both directly and indirectly. (3) Teachers and staff aspect; all eight items were rated at highest level which were the administrators should support and develop ethical/moral for teachers and staff, code of ethics of teaching profession, professional standard, creating motivation for teachers and staff, creating awareness of honesty and no corruption, providing equality for teachers and staff, and sharing idea and deciding to develop school together. This result is associated with Preeyaphon Wong-Anutrarat (2535, P. 143) which mentioned that managing the school should focus on cooperation of all sectors including school board, teachers, parent, and another sectors in community. As mentioned, all sectors should participated in managing education in order to reach the high effectiveness for students. Teachers is the most importance in school, so the management of school administrators should follow the good governance which is the appropriate way and beneficial. The administration of school administrators can enhance teachers to have motivation and pay attention on their job with satisfaction. Thus, the job satisfaction of teachers is related to the administration of school administrators. The satisfaction can influence people to work with intention and encouragement which will affect the effectiveness of the organization. (4) Students aspect; all nine items was important which include the administrators support ethical/moral for students, support and develop the abilities of students, support the

appropriate characteristics of students, give a chance for students to develop school, create awareness of honesty and no corruption, support students to have good health and good mental health, take care students usually, create extra activities according to students' need, and support students to participate in the Buddhist Holy Days and community's activities. The result is related with Thira Runchareon (2550: 33) which said that the administrators should manage the school with intention focusing on developing learners' learning. The administrators must be knowledgeable and seek for more knowledge that always changeable. The Basic Education Core Curriculum B.E. 2551 (The Ministry of Education, 2551, P.5) also focuses on developing students to be a good, wise, and happy person and to have ability to study in higher education and find career. The Ministry of Education set a goal for students that when they graduate they should 1) have moral, ethical, and desirable value, have self-esteem and discipline, adherence to the principles of Buddhism or other religion, and follow the philosophy of sufficiency economy, 2) have knowledge, abilities (to communicate, to think, to solve problem, and use technology), and also lives skill, 3) be healthy, have good mental health, and love exercising, 4) love the nation, aware of being Thai citizen and world's citizen, be intent to live according to democratic form of government with the King as Head of State, 5) be conscious on preserve Thai culture and Thai wisdoms, and develop the environment, have service mind to do good things for society, and live in society happily. (5) Parents and community aspect; all seven items were rated as the highest. The administrators had a good relationship and generousness with parents and community. They always listened to the opinions of parents and people in the community. Parents and community had participated in school development. The information technology was also opened to publics. This was in accordance with Uthai Daychanon (2007: 36-44) that the roles of

administrators should consist of academic leadership and co-management. The management of school administrators was independent and flexible in form of educational committee by emphasizing on the cooperation of teachers, school staff, and external sectors both public and private. For example, teachers, staff, parents, and community were facilitators and coordinators. The school administrators had cooperated and made a good relationship with all related sectors both inside and outside schools in order to create supporting network. There was an evaluation in supporting and developing teachers and staff. Moreover, the promotion of research and development was publicized. The administrators should give priority to publicize school information to community and publics by using various methods in order to create mutual understandings and more cooperation. Besides, the administrators had to support the usage of technology in order to cope with advancement both inside and outside country. (6) Personality aspect; the administrators, teachers, staff, and school committee gave precedence to all six aspects at the highest level. The administrators acquired a good thinking skill, creativity, emotional intelligence, self- independence, and reliability. This was in line with the Teachers Council of Thailand (1997: 29) which regulated school administrators' standard as a part of the 8th standard that personality had highly affected acceptability of subordinates leading to trustworthy towards the management. (7) Academic aspect; the findings revealed that the administrators, teachers, staff, and school committee gave precedence to all nine academic leadership characteristic aspects at the highest level. The administrators acquired the knowledge of school academic management, curriculum management, lesson plan, and technology for education. Additionally, they had understandings of evaluation system and school quality assurance. There were supporting in research, instructional media, and technology. Moreover, the administrators always

regulated, followed, examined, evaluated, and supervised teachers and staff because the academic work was a core in educational management of schools. This was in accordance with Cunningham; & Cordeiro's study (2003: 126). They mentioned that the leded academic administrators needed knowledge in learning theories, effective instruction, and curriculum. They must mainly focus on work in teaching and learning successfully. In other words, they had to regulate and control students' progress; spend time observing classrooms; participate in staff development; provide resources for teachers; emphasize on the development of curriculum and learning process; develop teamwork; be a supervisor, focus on teacher and student evaluation, and experiment and research program to improve instructions and continuous learning.

Suggestions

The leadership characteristic of administrators in upright school under the Office of Basic Education Commission was beneficial for the school administrators. The school administrators could use it as a guideline to improve themselves to be successful on being administrators. Guidelines for the management and organization of education at the same level or similar to apply the leadership characteristic model of administrators in upright school under the Office of Basic Education Commission.

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THE DEVELOPMENT OF ADMINISTRATIVE LAW TRAINING CURRICULUM FOR SCHOOL ADMINISTRATORS

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ABSTRACT

There is a purpose of this research was to study the theories and research related to Administrative Law. The research instruments were used in the research as followed: opinion questionnaire, rating scale questionnaire to estimate Administrative Law training course for school administrators, test, satisfaction questionnaire of school administrators, and verification form to approve the curriculum. The sample was 148 administrators under Surin Primary of Education Service Office Area 3. The statistics to data analyse were percentage, mean, and standard deviation.

The research result found that the concept study, theory, researches, Administrative Law training curriculum, related documents, and interviews with 5 experts in administrative law to scope the area of training content by following: Basics of Administrative Law; the National Government Organization Act, BE 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546; the Administrative Procedure Act, B.E. 2539; Act on Establishment of Administrative Court and Administrative Court Procedure of

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Thailand, B.E. 2542; The Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540.

Keywords; Development, training curriculum, Administrative Law

Introduction

Human resource development is a process that should be continued and implemented in various forms. As well as the Office of the Public Sector Development had been prepared the quality of public administration in B.E. 2558 to promote and encourage the government to raise the level and quality of public administration to be high and high performance and work standards comparable to international standards. The monitoring of the quality in education and the development in education of Thailand found that barriers to educational management, including the need to edit as fast as they needed such as quality teacher and the administrator in the school, the quality of curriculum, the quality of learning management, and education management (Ministry of Education. 2009, online pages), and the factors that influence the effectiveness of the organization is wide factor is management organization, a person who has a key role to act as the command and control of the activities of the Organization, initiated by target.¹ Administration development is a process that is very important in the administration personnel, because when the time is past, the progress in science and technology also change the way it works.

As the requirement to develop personnel to provide the appropriate skills. New generation of administrator in education to be changing as a team leader in human resource management to create the learning organization as

¹ Keawmeesri, B. **Presentation of the development model on leadership traits of administrators.** College of Nursing under the Ministry of Health. Bangkok: Graduate School Chulalongkorn University, 2002.

a key strategy to modify and social development by masses of people need to realize that its quality started from the education system and development of human resources effective.²

Therefore, nowadays organizations understand that training and development is an investment which returns a value, because it helps the organizations achieve their goals. As the reason that mentioned above, the change in policy, including education reform, in the second decade focused on improving the quality of teachers and education personnel.

Personnel administration in the Office of the Basic Education committee by using the Teacher Civil Service and Educational Personnel Act, B.E. 2547, and which it amended to use it by following: personnel administration committee of teacher civil service and educational personnel to set the position preference, to set academic standing and to earn a salary for who get extra money of academic standing, and get extra money of the position, also the committee assigned someone in a suitable position for enhancing efficiency in the performance of official duties. The officer was abided by discipline which the disciplinary actions used to discharge, to invoke, and to complaint government from the service. Supervisors also had a duty to subordinate to work as standard as the position, and managed it according to authority and the law empowers the individual in order to allow the approval of the appeal, also give the certification and registration according to the law.

As operation of the provisions by using Constitution, it had the administrative disputes caused by two main groups. The first group, the administrative disputes caused between administrative agencies or state officials with the private sector. The second group the administrative disputes

² Sathirakorn, P. **Development of technical training, coaching practice for research agency and curriculum development.** King Mongkut's Institute of Technology, 2004.

caused between administrative agencies or state officials themselves. Group 2, the dispute brought lawsuits against a court ruling that has the largest number of cases are related to personnel administration, whether it sued to revoke the administrative order regarding recruitment, appointment, promotion, transferring the position, disciplinary action moving developments. They got discharged from government service appeals grievances, and queries about benefits and welfare. Including, the lawsuit asked for getting back of the damages above. The lawsuit asked the administrative agencies and state officials to do their duties within the times that court determined. Also including the lawsuit asked for the damages caused by neglect of duty or delay, and the lawsuit asked for employment contract.³

As the study, it said the amount of the teacher civil and the education personnel under Surin Primary of Educational Service Office Area 3 received about the grievances on duty since the fiscal year 2548- 2558 found that teacher civil and educational personnel had appealed, complained, and asked for the justification because the head teacher used the authority by the law, but he or she was unjust, discretion which can't be justified. So, they gave Surin Primary of Educational Service Office Area 3 and the subcommittee of teacher civil and educational personnel in Surin Primary of Educational Service Office Area 3 to judge them as much as they asked for justification in the administrative court about their operation by determines the duration of a dispute or appeal to the governing authorities. The parties acknowledge facts sufficient evidence to dispute an order revoking the right to access public information officer on liability for wrongful of officers, also the need to development of their knowledge understanding about the law to be effective

³ Administrative Court. "Message from the Chairman of Supreme Administrative Court." *Administrative Courts Journal*, 14(1), 3, (January - March 2014).

in the management of school administrators.⁴ On their duty, determining the duration of the appeal or objection, which the authorities. The ruling, the parties acknowledge the facts sufficiently, dispute the evidence, revocation the command, the right to access government information as liability for wrongful of officers, to control the authority of administrators within the administration and control of the judicial authority.

As the issue, the researcher who was deputy director of the Office Educational Service Area that had the position as executive administrator in the institution and under the Teacher Civil and Educational Personnel act B.E. 2547 organized the training curriculum for administrative law educational institution administrators to enhance the knowledge and skills by using the power and controlling of the power by the ruling parties and the judiciary. So they were able to work according to the principles administrative law. This will result in great benefits of education to be effective in the future.

Purpose of the Research

To study the scope of the training development curriculumon relating to administrative law.

Research Methodology

Population and Sample

The population of the study was 234 school administrators of Surin Primary of Educational Service Office Area 3, and the sample was 178 school administrators who used in a survey on the needs about the administrative law from 148 the school administrators of Surin Primary of Educational Service Office Area 3 by using the table of Krejcie&Morgan and using the

⁴ Surin primary of Educational Service Area Office 3. "Document summary the number of teachers and education personnel under the disciplinary action between 2008-2014." Surin: Surinprimary of Educational Service Area Office 3, 2014.

stratified random sampling discrepancy at a rate 0.5. The questionnaires were returned as 148 school administrators from 100 percent (N = 148)

Research Instrument

There were interviews, opinion questionnaire, rating scale questionnaire to estimate Administrative Law training course for school administrators.

Data Analysis

Analyzed the data by using the statistic as following; the percentage, standard deviation.

The research results

The area of Administrative Law Training Curriculum was following: Basics of Administrative Law; the authority structure of administrator in the Basic Education (the National Government Organization Act, BE 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546) ; the Administrative Procedure Act, B.E. 2539 ; the Establishment of Administrative Court and Administrative Court Procedure of Thailand Act, B.E. 2542 ; the Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540 which all had consistent with the role, and the responsibility of the school administer of Basic Education.

Discussion of the research findings

The area content of the Administrative Law training curriculum for school administrators was included as following: Basics of Administrative Law; the authority structure of administrator in the Basic Education (the National Government Organization Act, BE 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546) ; the Administrative Procedure Act, B.E. 2539 ; the

Establishment of Administrative Court and Administrative Court Procedure of Thailand Act, B.E. 2542 ; the Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540 which they were consistent with the roles and responsibilities of the management of basic education.

The Administrative Law training curriculum for school administrators had element as follows: principle and rationale; the objective; training activities; and measurement and evaluation. As the 9 experts' opined outline of the Administrative Law Training curriculum for administrator was appropriate in the most level, with it had an average total of 4.79, and standard deviation of 0.23 when considering in each element found that elements of the training of Administrative Law for school administrators had the right as a whole was at the highest level, it had an average of 4.67, and standard deviation of 0.33, and overall was at the most appropriate level. It showed that the experts opined on the outline of the Administrative Laws training curriculum for law school administrators were very well suited for every element of the curriculum because the research had been studied the documentation, concepts, theories, and related research about Administrative Law which related to⁵ He opined that the creating a training course in the proper training principles for the development of personnel in a certain position, which was the target audience or for people who had to perform the same tasks, although people must be in the same or different agencies should be required to comply with the 1st step reviewed the need for training, the 2nd step stated "mission" was the problem or to develop the 3rd step was objectives in the training stage four of the priority of the mission. The 4th step was organized the importance of the mission, when we know the mission of the issues were the need for training, because often there are

⁵ Ampoet, K. **Creating curriculum and Project training**. Bangkok: National Institute of Development Administration, (2002).

multiple missions should be trained to change the behavior of participants. It related to the concept of⁶ who studied the development program for the promotion of non-smokers volunteer village public health in the municipality of Suphanburi Province. There are four steps of curriculum development process as follows. First, learn the basics about public smoking, second, develop a training curriculum, third, trial program, finally, assess the program. It showed that, although it was necessary to analyze the training already, but before creating training courses needed to revisit the issue to be defined as the need for that training. What is the problem? Who does relate personnel in any position? What is the number suitable for submission to undergo training outside? Or it is enough to deal with a lot of training in a particular organization or agency. (It called In-house training) When people think are relevant, need to be trained, which it should be held within a reasonable amount, then prepare the next step.

Suggestions

The study used research and development (R & D), which is the process of research and development as followed. The operation in this step is to develop as framework to develop a training curriculum for administrative law school administrators comply with basic information.

The scope of administrative law training development was studied and analyzed of the basic information needed for the development administrative law for school administrators.

⁶ Praijit, K. **Development training course on "Promotion of non-smokers" for volunteer's village public health of municipal city area in SuphanBuriProvince.** Bangkok: Silpakorn University, 1999.

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THE MODEL DEVELOPMENT ONEMPOWERMENT OF THE
SECONDARY SCHOOLADMINISTRATORS IN THE MANAGEMENT
OFTHE 12 CORE VALUES IN THE NORTHEASTERN REGION

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ABSTRACT

This research is a descriptive research that the objectives were to study the empowerment of the secondary school administrators in the management of the 12 core values in the northeastern region, and to establish the empowerment model of secondary school administrators in the management of the 12 core values in the northeastern region. The research included 2 steps; step 1) study elements and conceptual framework in the research on empowerment of secondary school administrators in the management of the 12 core values; and step 2) draft the development model on the empowerment of secondary school administrators in management the 12 core values. The research instrument used in the first step with three school directors from three Royal award schools was the interview. The research instrument used in the second step was the questionnaire with its reliability at .95. The samples used in the second step were 274 secondary school administrators who were from 20 provinces under 15 the Offices of the Basic Education Commission in the northeastern region. They were selected by using the table of Krejcie and Morgan and simple random sampling technique.

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The interview data were analyzed by using content analysis, while the data from the questionnaire were analyzed by using percentage, mean and standard deviation. The research results were as follows:

1. The empowerment of the secondary school administrators in the management of the 12 core values in the northeastern region consisted of consisted of three components, namely giving authority and function, work motivation, and team work.

2. The research result showed that average (\bar{x}) was between 4.25 to 5.00, and the standard deviation (S.D.) was between from 0.00 to 0.76.

Keywords; Pattern, Empowerment of the Secondary School Administrators, Value, the 12 Core Values

Introduction

Requires the quality of education was a major development because education was a critical process in the development of quality education was conducted in an appropriate and effective way to create balance and harmony in the development of the field. The developing countries are making impressive strides stable. Thailand has given priority to the education and development of national policies in the Constitution of the Kingdom of Thailand B.E. 2550 subsection 3 with Section of 49, that person shall have the equal right to receive education for at least twelve years. The state must arrange a thorough and quality without charges, and section 80 (3) said that the quality and standard of education at all levels and in all its forms, in line with changes in the economy and society by providing education, national laws to educational development of the nation, and providing the quality of teachers and education personnel to keep up the changes of the world

community. (Gazette.).¹ National Education Act B.E.2542 and Amendments (Second National Education Act .B.E. 2542 Section 6 stipulates that Educational management must be for the people of Thailand as a complete human body who have mind, intellect, knowledge and integrity. Ethical and cultural life can coexist happily with others. Section 39 and Section 40 requires the decentralization of administration and management of the academic budget, personnel management and general management to the Educational Service Area offices commission and schools directly.

Administration and management of educational institutions due to the basic education for directing and supporting the management of the schools included representatives of parents, representatives, teachers, representatives of organizations, communities, local governments representatives, the representatives alumni and luminaries by giving administrators a member and secretary of the board of education. (Office of the Education Council).²

In addition, the National Education Act, B.E. 2542 (No. 3) Act B.E. 2553 and the Education Administration Act B.E. (No. 2) B.E. 2553 had established guidelines on the organizational development and human development in Section 37 and Section 33 of the administration management of basic education said that the minister who the recommended of the study was published in the Royal Government Gazette Educational Service Area for administrative purposes, and the provided the basic education, also the Educational Service Area is was divided into primary and secondary Educational Service Area which it provided administrative and management

¹ The constitution of the kingdom of Thailand. (2007, 24, August). **The Gazette**. Volume 124. Part 47A. Page 21.

² Office of the Education Council. **Research Report (Quick Version) Guidelines for preparing and Developing national education standards**. Bangkok :Prik-Hwan Graphics.

efficiency. This would improve education for students in elementary and secondary education to achieve a better quality of national law. This resulted in the establishment of district elementary education includes 185 areas, and secondary of Educational Service Area which included 42 areas under the Office of the Basic Education. (Gazette.)³

The nation development was to improve the quality of education. Educational management brought the quality of teacher quality because it relies on teacher leadership philosophy, ideas, and ideologies of education into practice. As the problems in secondary schools with the most important problems of teachers, which it was mainly caused disillusionment such as fed up with substantial debt so it make them late for school and also taught late, and did not devote more time to teaching students and the working time. (Thodsaporn Janthanaraj)⁴ The problem cause was cultural management; old executive was the center of everything in order by defiant demands of teachers to modify the structure or process without the experience of the performance target or achievement without knowing what it is or not, and control all functions of the school. (Office for Standards and Quality Assessment. 2009 : page 4)

The concepts to improve schools with such problems were presented in several formats. However, how to develop a process to modify and enhance the performance of the organization had discussed another

³ The constitution of the kingdom of Thailand. (2007, 24, August). **The Gazette**. Volume 124. Part 47A, Page 2-5

⁴ Chantarat, T. (2011). The Model of Causal Relationships of Factors Relating to School Director Management Behavior Influencing to Students' Learning Achievement under the Office of Basic Education Commission, **Ed.D. Dissertation**, Khonkaen University.

approach is to empower the workers in the organization. It was considered in the development of new tools and streamlined the organization to grow, and (Scott & Jaffe.)⁵ In addition, Norman Zimmermann (Zimmerman.)⁶ said the empowerment that had three levels: individual level, organization level, and community level. On a personal level, the concepts of empowerment were the 3 basic sections as it was focused on achieving results through the participation of all, access to resources, and to understand the environmental and social policies. The organization focuses on the organizational restructuring and adjustment processes in the organization to make the personnel involved in improving the achievement of the organization. And at the community level the cooperation focuses on improving the quality of life in communities and community organizations in the network. This is consistent with (Page & Czube.)⁷ states that the concept of empowerment, working with key concepts about 1) Sharing was the share exchange experiences with each other to create a clear understanding of the team about goals and how to evaluate the work to create a sense of belonging work together. 2) Collaboration collaborates with such determination and solidarity. 3) Mutuality is the mutual dependence. In an atmosphere of trust, the respect, and value each other's ability as (Rice & Schneider.)⁸ to gain the freedom respect of to work status. The position responsibilities the success

⁵ Scott Cynthia. D. & Jaffe Dennis T. **Empowerment : Building a Committed Workforce.** California :Kogan Page, 1991.

⁶ Zimmerman, M. A. **Empowerment Theory : Handbook of Community Psychology.** Edited by Rappaport and Seidman. E. Kluwer. New York : Academic/ Plenum Publishers, 2000.

⁷ Page, Nanette & Czuba, Cheryl E. (1999, October). **Empowerment : What Is It?** Journal Extension. (on-line). 37(5) : 2- 6. Available : [http:// www.Joe.org/joe/1999 October/ent.htm](http://www.Joe.org/joe/1999%20October/ent.htm) # Comm1

⁸ Rice, E.M. and Schneider, G.T., A decade of teacher empowerment : An empirical analysis of teacher involvement in decision making, 1980-1991. **Journal of Educational Administration**, 32(1), 1994., p.43-58.

had been and participation in decision-making. In addition, to receiving feedback and information from the work of communication in schools, encouraging collaborative teamwork, and the introduction of new and innovative technology such as computers to help in the work of the teachers, it was held that an empowerment to teachers as well as the Whaley and Chopra (Whaley. 1992: page 46-47 & Chopra.1994: page 6-7).

Power management is an important tool in the management of various aspects of the product as Sumate Sangnimnuan⁹ stated that the powers had latent in all human relationships, and influences everything even in life and work. Man was the product of power hence the use of the powers it had a significant effect on the performance of the organization is a tremendous addition to Chung and Meginson¹⁰ also discussed the power of the school administrators. It can conclude that the school administrators will not be able to effectively perform their duties. If there is no power to the personnel working in the present. Thailand people to focus on the modernization and technological increased. Moral degeneration occurs widely affect social Thailand was particularly causing problems in the subsequent days and many such problems were even more severe. (Secretariat of the House of Representatives. 2005: page 7-8)

On July 11, 2014 at 8:20 pm. Gen. Prayut Chan-o-cha the Head of National Council for Peace and Order said on "Enjoy the night in the nation" (<http://www.thaigov.go.th>). The country adopted a strategic approach to development and the sufficiency economy philosophy of His Majesty the King as a guideline and the need to develop holistically seize people-centered vision of the National Council for Peace and Order (NCPO) was to live

⁹ Sumate Sangnimnuan, **The Art of exercise management**, Bangkok : MPT, 2001.

¹⁰ Chung, Kae H. & Meginson, Leon C. **Organizational behavior developing managerial skills**. New York : Harper and Rows Publisher, 1981.

together happily, equality, fairness and immune to change. After the announcement of the core values are 12 different agencies that led to as a guideline in the cause of social awareness in Thailand. In particular, the Agency for Education has brought the matter to the 12 core values of the strategic and policy work, and the history and importance of the issue.

The researcher was interested to study the development of model development on empowerment of the secondary school administrators in the management of the 12 core values in the northeast. The results of this research are knowledge and innovation, school administrators and those involved in secondary schools. School administrators can be used as a guide for teachers. This is a valuable resource of the organization, enabling teachers to see the value and potential of their ability to lead their own development, which will affect the quality of further education.

Research Objectives

1. To study the empowerment of the secondary school administrators in the management of the 12 core values in the northeastern region
2. To establish the empowerment model of secondary school administrators in the management of the 12 core values in the northeastern region

Methods

1. Population and samples

The population of this study consisted of 929 administrators from secondary school in northeastern region of academic year 2016. There were 15 offices of the Secondary Educational Service Area in 20 provinces as following. The Secondary Service Area Office 19 included Loey and NongKai province. The Secondary Service Area Office 20 consisted of Udonthani province. The Secondary Service Area Office 21 comprised Bung Kan and NongBuaLamphu province. The Secondary Service Area Office 22 included

NakhonPhanom and Mukdaharn province. The Secondary Service Area Office 23 consisted of Sakolnakorn. The Secondary Service Area Office 24 included Kalasin province. The Secondary Service Area Office 25 was KhonKaen province. The Secondary Service Area Office 26 included Mahasarakham. The Secondary Service Area Office 27 was Roi-Ed province. The Secondary Service Area Office 28 consisted of Yasothon province. The Secondary Service Area Office 29 included Amnat Charoen and UbonRatchathani province. The Secondary Service Area Office was Chaiyaphum province. The Secondary Service Area Office 31 included Nakhornratchasima province. The Secondary Service Area Office 32 was Buriram province. The Secondary Service Area Office 33 was Surin province.

The samples of this study were 929 secondary school administrators in the northeastern region of academic year 2016. They were from 20 provinces and 15 offices of the Secondary Educational Service Area. Krejcie and Morgan Determination table was applied and the sample size of 274 administrators was from the sample random sampling technique.

2. Research Instrument

1. Three research instruments were applied in this study as follows:

- 1.1 Non-structured interview
- 1.2 Questionnaire
- 1.3 Check list

The non-structured interview was employed to analyze principles, notions, theories, and research related to empowerment of secondary school administrators in the management of 12 core values. The content synthesis was applied to frame the empowerment notion of secondary school administrators in the management of 12 core values. The interview was carried out with secondary school administrators from three Royal Awarded Schools. Therefore, the instrument used in this step was non-

structured interview in which the questions were not prearranged and applied interactive interview.

The questionnaire of this study was related to the importance of secondary school administrators' empowerment. The items in the questionnaire were selected from the analysis of theories, and the experts' opinion. This questionnaire comprised three sections as follows:

Section 1: General information of the respondents. It included a checklist about age, educational level, and work experiences.

Section 2: Administrators' opinions towards the empowerment of secondary school. It was a five-Likert scale.

Section 3: Administrators' opinion towards the management elements of 12 core values. It was a five-Likert scale questionnaire with the following interpretations.

The checklist was used to investigate empowerment model of secondary school administrators. The experts examined the suitability, possibility, and utilization in order to develop more completed model.

The questionnaire was read and edited by the thesis committee. Then the content validity of the questionnaire was calculated. The researchers considerably selected only the questionnaire items with the IOC(Index of Item Objective Congruence) of more than 0.5 concluded by seven experts. The IOC of this questionnaire was 0.80-1.00. After that the questionnaire was adjusted according to experts' suggestions and later was trial with a group that was not the sample group. Then the scores from the questionnaires were calculated to find the reliability of the questionnaire by applying Cronbach Coefficient (Boonchum Srisa-art)¹¹ and the reliability had to be higher than 0.7.

¹¹ Boonchum Srisa-art, **Statistical methods for research**, Forth edition, Bangkok : Suriwitthayasart, 2004.

3. Data Collection Procedures

The procedures were as follows.

1. Asking for a consent letter issued by the Graduate School, BuriramRajabhat University to collect the data from secondary school administrators in the northeast which was the sample group in data collection.

2. Sending the questionnaires together with the consent letter to administrators of the sample group by mail and also returning by mail.

3. In case of the delayed receiving of the questionnaire, the researchers would follow-up by phone and some go to collect the questionnaires by themselves.

4. Data Analysis

The data analysis of this research titled “The Model Development on Empowerment of the Secondary School Administrators in the Management of the 12 Core Values in the northeastern region” was carried out as following procedures.

1. The returned questionnaires were examined their completeness and later analyzed.

2. The statistical program was used to calculate the data as follows.

- Frequency and percentage were used in section 1: general information of the respondents.

- Mean and standard deviation were used in section 2: empowerment of secondary school administrators.

- Mean and standard deviation were used in section 3: management of 12 core values.

Results of Study

The result in the first step:

The empowerment of the secondary school administrators in the management of the 12core values in the northeastern region, it found that there were the steps as followed: 1) to study the previous research, the

evidences, the theories, and the related literature both in the country and abroad about empowerment of the secondary school administrators 2) to investigate the three-model school where were granted as the Royal Award School 3) to interview the secondary school administrators from the Royal Award School 4) to use the questionnaires as the non-structured interview to inquiry the secondary school administrators from the three-model of the Royal Award Schools. The questionnaires in this study were used for the secondary school administrators with totally 20 provinces and 15 Secondary Educational Service Areas in northeastern region of academic year 2016. There were 274 samplings of the secondary school administrators who were assembly synthesized with the principals of theories which were the variants of the research frameworks. Drafting the model of empowerment of the secondary school administrators were consisted of the three empowerment components: 1) giving authority and function 2) work motivation 3) team work. The model of the empowerment model of the secondary school administrators in the management of the 12 core values in the northeastern region was proper with all-three components at a much level as follows:

1) Empowerment of the administrators on giving authority and function by combining at the highest level. The article found that empowerment school administrators, in giving authority and function. The highest mean score was executive power in order is the steps and the line of command.

2) Empowerment of the administrators on work motivation had the primary proper both in overall and each item at a much level. The article found that empowerment school administrators, in work motivation. The highest mean score was school administrators trying to work successfully to build confidence and trust in you.

3) Empowerment of the administrators on team work had the primary proper both in overall and each item at a much level. The article found that empowerment school administrators, in team work.

The highest mean score was the school administrators promote cooperation, good relationship and promote team work.

The result in the second step

Drafting the model of empowerment of the secondary school administrators were consisted of the model-drafted origin to check the quality of instruments by using the Focus Group Method from the seven experts.

The methodologies of creating the model of empowerment of the secondary school administrators in the management of the 12 core values were the drafted-model to response the secondary school administrators' needs as followed:

1. To study the previous research, the evidences, the theories, and the related literature for creating the model
2. To bring the concept of the model development of ADDIE Model to apply in the model of empowerment of the secondary school administrators in the management of the 12 core values (the drafted) and bring the information, from the studying of the empowerment of the secondary school administrators as being the Royal Award School 2016, to synthesize as the contents by specifying the structure of the model (from synthesizing the related literature).

Discussion

1. The components of empowerment of the secondary school administrators in the management of the 12 core values in northeastern region.

The literature reviews and related literatures were synthesized and brought to interview the experts. After data synthesized, it will be taken to create the conceptual frame work in the research on empowerment of secondary school administrators in the management of the 12 core values which became the four main issues in education;1) giving authority and function 2) work motivation 3) team work.

2. The model of empowerment of the secondary school administrators in the management of the 12 core values in northeastern region.

According to the experts' opinions, the appropriateness of the model of empowerment of the secondary school administrators in the management of the 12 core values in northeastern region had properly been in the contents of patterns which get along with three main principles; giving authority and function, work motivation, and team work. The details of the appropriateness are prescribed since the start until the end.

Suggestions

As the results from the model development on empowerment of the secondary school administrators in the management of the 12 core values in the northeastern region were suggested given as follows:

1. For Applying Research

1) The school directors should use the leadership characteristics is a fundamental factor in the empowerment in the work or use it as the main one element to increase the power function of the self.

2. For Further Study

1) There should be a research on the evaluation of the use of empowerment model secondary school principals in the management of the 12 core values in the northeast.

2) There should be applied to the empowerment model school administrators in the management of the 12 core values under another.

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ADMINISTRATION OF PHRAPARIYATTIDHAMMA SCHOOLS,
DIVISION OF GENERAL EDUCATION BASED ON FOUR IDDHIPADA
UNDER KHON KAEN NATIONAL OFFICE OF BUDDHISM

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ABSTRACT

The purposes of this research were: 1) to study school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada (Pāli: *iddhipāda*, path of accomplishment), 2) to compare school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada, and 3) to study the method to enhance and develop the school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada. The study was a research conducted as a mixed methodology research. The samples were 190 people comprised of school administrators and instructors of Phrapariyattidhamma Schools, Division of General Education. The stratified random sampling was a technique used with simple random sampling. The instrument used was the questionnaire. The reliability was .97 analyzed by computer program and the statistics used were: Frequency, Percentage, Mean, Standard Deviation, t-test, F-test, and Scheffe' method. The target group was run as a quantitative research consisted of 12 people; school administrators, and teachers, gained

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by purposive sampling. The instrument used in this phase was the interview using content analysis for finding the results.

The research results were found that:

1. The school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada was in a high level when considering as a whole and all sides. The highest one was General Department based on Four Iddhipada, followed by Budget Execution and Academic Center respectively. But the lowest one was Personnel Administration.

2. To compare school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada, classified by educational background was found that the overall had different attitude significantly at the level .05. Then, when divided by the position and work experience, it was found 'not different'.

3. The method to enhance and develop the administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada were: 1) Academic Administration should have developed the curriculum in terms of the context, and developed the staffs to esteem in academic job and sought the progressive institution, 2) Budget Execution should consider to spent valuably, contact to the progressive institution, connect to any other organizations, and look for the investment to support their own educational institution, 3) Personnel Administration should consider staff capability and give the assignments as their proficiencies, organize the activity to enrich the positive power to staffs, and give appropriate welfare to encourage the spirit of working, and 4) General Department should work on the responsibility, consider the process carefully, and arrange the staffs in the right field.

Keywords: Administration, Phrapariyattidhamma Schools, Four Iddhipada

Introduction

The Sanghaeducation, according to Section 12 of National Education Act, B.E. 2542, and additional version (second edition), B.E. 2545, and Ministerial Regulation on Basic Education Management of Buddhism Institution, B.E. 2548, gave the right to Buddhism institution to manage basic education to monks and novice¹. To study Phrapariyattidhamma, Division of General Education was the basic education that the government prescribes as Sangha's requirement in order to pass on knowledge to the monks and novices both in secularity and religion simultaneously in which the educational management emphasized learners to be good heir Buddhists, excellent as national standard knowledge, comprehend the principle of dharma.²

Recently, the issue that was needed to be improved rapidly of the educational management of Phrapariyattidhamma Schools, Division of General Education, was about the weak administration. The administrators were not proficient and clung to the individual system. The procedure of working was still unsystematic. The staffs were lack of teaching skill and staff development was not dispersed so that spiritual working could not be seen to make the stability. Moreover, school's supervision to follow the outcome, which was the important mechanism to push forward the policy to be practiced, was not in the management: therefore, a school could not do things by themselves and make the learner's lives were in the same norm. The school educational management of Phrapariyattidhamma Schools, Division of General Education, required the strategic development dramatically that it could keep the desirable proficiency in educational

¹ Educational Buddhism Center, **National Office of Buddhism: the Manual of Permission of Establishment and Classroom Expansion in Phrapariyattidhamma Schools, Division of General Education**, 2012, p. 1.

² Ibid., p. 3.

management to follow to build qualified heir Buddhists and society the dharma wisdom.³

As mentioned, the researchers, teachers of one of Phrapariyattidhamma Schools in KhonKaen Province, would work on this study because it had been the problem in Phrapariyattidhamma Schools, Division of General Education which conformed to Four Iddhipada, under KhonKaen National Office of Buddhism. Also, this study would be the information to improve the schools high proficiency.

Research Objectives

1. To study school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada under KhonKaen National Office of Buddhism.

2. To compare school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada under KhonKaen National Office of Buddhism, classified by position, educational background, and working experience.

3. To study the method to enhance and develop the school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada under KhonKaen National Office of Buddhism.

Research Methodology

The study was a mixed method research. The samples were 190 people comprised of school administrators and instructors of Phrapariyattidhamma Schools, Division of General Education. The stratified random sampling was a technique used with simple random sampling. The

³ National Office of Buddhism, **Strategy and Objective of Education Management of Phrapariyattidhamma Schools, Division of General Education**, Retrieved from http://www1.onab.go.th/index.php?option=com_content&view=article&id=3019:2010-06-17-06-41-27&catid=25:2008-09-16-16-33-35&Itemid=219, 2016, p. 26-27.

instrument used was the questionnaire. The reliability was .97 analyzed by computer program and the statistics used were: Frequency, Percentage, Mean, Standard Deviation, t-test, f-test, and Scheffe' method. The target group was run as a quantitative research consisted of 12 people; school administrators, and teachers, gained by purposive sampling. The instrument used in this phase was the interview using content analysis and finding the results.

Research Results

1. The overall of school administration of Phrapariyattidhamma Schools, Division of General Education based on Four Iddhipada was in high level ($\bar{X} = 4.13$, S.D. = .59). When classified each part, it was found that the highest part was General Department based on Four Iddhipada ($\bar{X} = 4.12$, S.D. = .60). Next, the result showed that Budget Execution, ($\bar{X} = 4.12$, S.D. = .60), and Academic Center, ($\bar{X} = 4.11$, S.D. = .60), were in order, respectively. But the lowest one was Personnel Administration.

2. To compare school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada, classified by educational background was found that the overall had different attitude significantly at the level .05. Then, when divided by the position and work experience, it was found not different.

3. The method to enhance and develop the administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada were: 1) Academic Administration should have developed the curriculum in terms of the context, and developed the staffs to esteem in academic job and sought the progressive institution, 2) Budget Execution should consider to spent valuably, contact to the progressive institution, connect to any other organizations, and look for the investment to support their own educational institution, 3) Personnel Administration should consider

staff capability and give the assignments as their proficiencies, organize the activity to enrich the positive power to staffs, and give appropriate welfare to encourage the spirit of working, and 4) General Department should work on the responsibility, consider the process carefully, and arrange the staffs in the right field.

Discussion

1. School administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada under KhonKaen National Office of Buddhism was in a high level because the school was an institution of Buddhism in which Four Iddhipada was applied to administrate the school. The study was run conforming to WichayapaMetheeworachat⁴ who studied “Human Resource Development in Accordance with Four Paths of Accomplishment: A Case Study of Kiriwongvitaya School, NakhonSawan Province.” Then, the research result was found that the school really applied Four Iddhipada to manage human resources that could be seen in high level. In the same way, the study conformed to ChatreeNaewchampa⁵ who studied “Four Iddhipada Application in Staff’s Duties at Department of Disaster Prevention and Mitigation. It was found that staffs applied Four Iddhipada in working process and the overall was very high. Last, school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada under KhonKaen National Office of Buddhism was consistent with

⁴ Wichayapa Metheworachat, **Human Resource Development in Accordance with Four Paths of Accomplishment : A Case Study of Kiriwongvitaya School, Nakhon Sawan Province.** School : Mahachulalongkomrajavidyalaya University, 2011.

⁵ Chatree Naewchampa. **Four Iddhipada Application in Staff’s Duties at Department of Disaster Prevention and Mitigation.** Graduate School: Mahachulalongkomrajavidyalaya University, 2009.

NathapachNaewbua⁶ studied “Human Resources Development based on Four Iddhipada of Phrapariyattidhamma Schools, Division of General Education in MueangNakhonSawan: it was found that the whole was in high level, too.

2. To compare school administration of Phrapariyattidhamma Schools, Division of General Education, based on Four Iddhipada, classified by educational background was indicated that school administrators and teachers who had different education would had obviously different opinions in which it was as hypothesis. Moreover, this was tally with the study of PhraWatcharinChinvaro⁷, Academic Administration as Four Iddhipada of Schools under Nakhon Sri Thammarat Municipality, and the result showed that administrators and teachers who had different educational background worked in academic administration differently. Nevertheless, it was different with WichayapaMetheeworachat⁸, Human Resource Development in Accordance with Four Paths of Accomplishment: A Case Study of Kiriwongvitaya School, NakhonSawan Province, that educational level of school staffs was brought Four Iddhipada in working process indifferently. Also, KunvarapornKlinnimnuan⁹, who studied Administrative Efficiency in Office based on Four Iddhipada in Phitsanulok Province, found that personal education level contained the attitude towards administrative efficiency was not different.

⁶ Nathapach Naewbua. **Human Resources Development based on Four Iddhipada of Phrapariyattidhamma Schools, Division of General Education in MueangNakhonSawan.** Graduate School: Mahachulalongkomrajavidyalaya University, 2013.

⁷ Op.cit.

⁸ Op.cit.4

⁹ Kunvaraporn Klinnimnuan, **Administrative Efficiency in Office based on Four Iddhipada in Phitsanulok Province,** Graduate School: Mahachulalongkomrajavidyalaya University, 2010.

Recommendations

1. In terms of applying, National Office of Buddhism should have the measures to promote school administration of Phrapariyattidhamma Schools, Division of General Education in order to be efficient and support the educational staff leadership skill continually.

2. To further the study, a researcher should study the application of Buddhist Teaching in school administration of Phrapariyattidhamma Schools.

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THE LEADERSHIP IN ACCORDANCE WITH THE PRINCIPLES OF
GOOD GOVERNANCE OF SCHOOL ADMINISTRATORS IN BASIC
EDUCATION IN MUAENG DISTRICT UNDER KHONKAEN PRIMARY
EDUCATION SERVICE AREA OFFICE 1

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ABSTRACT

The aims of this research were 1) to study the leadership in accordance with the principles of Good Governance of school administrators in basic education, 2) to compare the leadership in accordance with the principles of Good Governance of school administrators in basic education, and 3) to study the method to develop and promote the leadership in accordance with the principles of Good Governance of school administrators in basic education. The research design was mixed research methodology. In terms of a quantitative research, the samples were school administrators and teachers amount 293 people gained by stratified random sampling and drawing lots.¹ The instrument used was questionnaire. The reliability was 0.98 analyzed by computer program and the statistics used were frequency, percent, mean, standard deviation, t-test, and f-test. For a qualitative research, the target groups were all 18 people; 6 school administrators and

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¹ Media Intelligence Technology, **Collective Education Laws: Full text**, (Pathumthani: Thai Neramitkit Inter Progressive Org, 2003), pp.48-49.

12 teachers, gained by purposive sampling. The instrument used in this phase was the interview using descriptive analysis.

The research findings revealed as follows:

1. The leadership in accordance with the principles of Good Governance of school administrators in basic education in overall was in high average. The highest one was the leadership in value dimension. Next, they were responsible and cooperative dimension in leadership, respectively. The lowest one was moral dimension.

2. As a whole, when comparing the leadership in accordance with the principles of Good Governance of school administrators in basic education, it was found that the working process was different statistically significant at .01 level but not for comparing the status.

3. The method to develop and promote the leadership in accordance with the principles of Good Governance in basic education were 1) rule of law dimension; it should be provided the seminar about the principles, rule, and regulation of school administration and promote to follow the professional ethics, 2) moral dimension; people should have good leadership and human-relations, 3) transparent dimension; people should work systematically and get checked many times, 4) cooperative dimension; people should work with community and school, 5) responsible dimension; it should be evaluated, assigned, and followed up the works, and 6) valuable dimension; it should be provided in welfare safely and appropriately.

Keywords; leadership, Good Governance, basic education institution

Introduction

As National Education Act, B.E. 2542 and edited version (3rd edition), B.E. 2543² article 6, it set the destination in education that had to go for

² Ministry of Education, **Basic Education Administration Manual as Juristic Person**, (Bangkok, Express Transportation Organization of Thailand, 2013), pp.6-7.

developing Thai people to be good in body, mind, knowledge, morality, and culture in lives as well as living happily with others. Actually, Ministry of Education, Office of the Basic Education, Education Service Area Office, and institution had brought as the Act concretely. But in practice, it was found that there were still many troubles in education were administrators' work, lacking of efficiency in educational management, proficiency unity, deterioration in resources, cooperation, and opportunity in cooperation. Therefore, school could not get proficient teachers and teacher profession was not developed continually. Information and communication technology was away from basic structure to access to learning resources and connect to community.³

To enhance and promote administrators the morality and virtue in administrating the institution transparently and responsibly⁴ in accordance with Good Governance was very essential and necessary nowadays, especially in basic education. The leadership of school administrators including with resource management for producing good outcome as national need was, thus, the thought in organizational management to reach the efficiency;⁵ hence, it would be the most efficient to mage education in the future.⁶ As mentioned, the researchers were interested the condition and practice system of leadership in accordance with Good Governance of school

³ Office of the Basic Education Commission, **Textbook of Office of the Basic Education Commission: Teachers' Discipline**, 2006, p.3.

⁴ Office of the National Economics and Social Development Board, **Office of the National Economics and Social Development Board, Issue 10 in 2007-2011, 2007**, Bangkok, pp. 14-15.

⁵ KasemWattanachai, **Report of Thai Education Revolution No. 5**, (2003), p. 8.

⁶ PhraMahaLamphueng Teerapanyo (Penphoo), Administration in Accordance with Good Governance of NavamindarajudisMatchim School NakornSawan, **Master Dissertation**, (Graduate School: Mahachulalongkornrajavidyalaya, 2007), p. 1.

administrators in basic education in Mueang District under KhonKaen Primary Education Service Area 1 in order to have the information to develop school administrators as well.

Research Objectives

1. To study the leadership in accordance with the principles of Good Governance of school administrators in basic education in Mueang District under KhonKaen Primary Education Service Area Office 1
2. To compare the leadership in accordance with the principles of Good Governance of school administrators in basic education in Mueang District under KhonKaen Primary Education Service Area Office 1
3. To study the method to develop and promote the leadership in accordance with the principles of Good Governance of school administrators in basic education in Mueang District under KhonKaen Primary Education Service Area Office 1

Research Methodology

This study was a mixed method research. They were 1) a quantitative research; the samples were school administrators and teachers amount 293 people that used stratified random sampling by random sampling technique and drawing lots. The instrument used was questionnaire. The reliability in full text was 0.98 analyzed by computer program with statistics calculation; frequency, percentage, means, standard deviation, T-test by independent sample, F-test by One-way ANOVA, and Scheffe' method, and 2) a qualitative research; the target group was 18 people including with 6 school administrators and 12 teachers, gained by purposive sampling and instrument used was interview analyzed the data by descriptive statistics.

Research Findings

1. The leadership in accordance with the principles of Good Governance of school administrators in basic education, as a whole, was in high level. The highest one was the leadership in value dimension. Next, they were responsible and cooperative dimension in leadership, respectively. The lowest one was moral dimension.

2. As a whole, when comparing the leadership in accordance with the principles of Good Governance of school administrators in basic education, it was found that the working process was different statistically significant at .01 level but not for comparing the status.

3. The method to develop and promote the leadership in accordance with the principles of Good Governance in basic education were 1) rule of law dimension; it should be provided the seminar about the principles, rule, and regulation of school administration and promote to follow the professional ethics, 2) moral dimension; people should have good leadership and human-relations, 3) transparent dimension; people should work systematically and get checked many times, 4) cooperative dimension; people should work with community and school, 5) responsible dimension; it should be evaluated, assigned, and followed up the works, and 6) valuable dimension; it should be provided in welfare safely and appropriately.

Discussion

1. In overall and each dimension, the leadership in accordance with the principles of Good Governance of school administrators in basic education was all found in high level. It was because the administrators had applied the principle of Good Governance both in the Rule of Law and Legal State for the highest benefit for organization and community, parents, and students by considering the freedom of equality and justice. The process was

followed up and checked the solve solution in the organization with staffs' cooperation and opportunities to state the opinions. That was conformed to the study of PhraMahaLamphueng Theerapanyo, studied on Administration in Accordance with Good Governance of Navamindarajudis Matchim School Nakorn Sawan. Actually, it was found that Navamindarajudis Matchim School's staffs agreed highly with the administration in accordance with the principles of Good Governance⁷ and conformed with Phanich Mithaowa⁸ also, who studied on Administration in accordance with the principles of Good Governance in Basic Education in Mueang District under Khon Kaen Primary Education Service Area Office 1 in which it was found that the practice was in high level in overall. Also, it was linked to the study of Kiettisak Srisomphong,⁹ Administration according to the prnciples of Good Governance of School Administrators in Basic Education under Suphanburi Education Office, and found that school administrators behaved in high level.

2. To compare the leadership in accordance with the principles of Good Governance of school administrators in basic education in Mueang District under KhonKaen Primary Education Service Area Office 1, it revealed that school administrators and teachers in different size of institution thought about the principles of Good Governance the same as the hypothesis. It probably was because staffs in different places gave the precedence

⁷ PhraMahaLamphueng Teerapanyo. Op.cit.

⁸ Phanich Mithaowa, Administration in accordance with the principles of Good Governance in Basic Education in Mueang District under KhonKaen Primary Education Service Area Office 1, **Master Dissertation**, (Graduate School: Mahachulalongkornrajavidyalaya, 2016).

⁹ Kiettisak Srisomphong, Administration according to the prnciples of Good Governance of School Administrators in Basic Education under Suphanburi Education Office, **Master Dissertation**, (Graduate School: Kanchanaburi, 2005).

differently. It was accorded with the study of Phanich Mithaowan,¹⁰ Administration in accordance with the principles of Good Governance in Basic Education in Mueang District under KhonKaen Primary Education Service Area Office 1 and the findings revealed that it, in overall and each dimension, was different statistically significant at .01 level. But it was not involved with the study of Naruemon Yokhanukoon,¹¹ who worked on the Leadership in Changing of Basic Education Administrators under Provincial Administrative Organization that revealed not different statistically significant at .01 level when divided by school size.

When classified by work experience, it was found that school administrators and teachers had the opinions to the leadership in accordance with the principles of Good Governance in Basic Education differently as the hypothesis. Also, it was consistent in the study of Phanich Mithaowan,¹² Administration in accordance with the principles of Good Governance in Basic Education in Mueang District under KhonKaen Primary Education Service Area Office 1 and it revealed that it was different statistically significant at .01 level.

Recommendations and Suggestions

1. In applying, the user should keep on applying Good Governance in the educational Organization with following up and evaluating more concretely.

2. In furthering the study, the researcher should apply other morality with the leadership of school place.

¹⁰ Phanich Mithaowan, Op.Cit.

¹¹ Naruemon Yokhanukoon, Op.Cit.

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A STUDY OF LEADERSHIP STYLES OF FACULTY DEANS AND THE
JOB SATISFACTION ON FACULTY MEMBERS: BASED
ON FACULTY OF ENGLISH IN THE UNIVERSITIES, PHNOM PENH
CAPITAL CITY OF CAMBODIA

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ABSTRACT

The purposes of this research were: 1) to study the way of English faculty dean's leadership styles in Phnom Penh capital city, 2) to study satisfaction of lecturer/staff members under the English faculties towards deans, and 3) to make the comparative leadership styles study of the deans influences the job satisfaction of teaching faculty members. The research methodologies used the qualitative and quantitative methods research, the research statistics used percentage (%), frequency (n) mean (\bar{x}), standard deviation ($S.D$); the research tools used questionnaire and interview to analyze the contents and find the results of research.

The research results were found that:

Generally, the leadership practice among the four leadership styles did not very much. Among the four leadership however had the highest score ($\bar{x} = 2.73$). This implies that teaching faculty members perceived that the way their deans led them was more transformational. The transactional leadership was also perceived ($\bar{x} = 2.59$) and the hierarchical leadership ($\bar{x} = 2.45$) scored

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lower than the previous two leadership styles. The deans were perceived not to have possessed leadership behaviors such as avoidant (passive/non-leadership), which the mean score ($\bar{x} = 1.49$). And second, it was found that leadership practices of the deans vary from institution to institution. Evidently, hierarchical leadership was significantly different at $F(\bar{x} = 5,195) = 8.84, p < .05$. However, the ANOVA post-hoc proves that hierarchical leadership is not dominant at all kinds of institutions presently.

Keywords; faculty deans, teaching of faculty members, leadership styles, and job satisfaction.

Introduction

A job of the leader is to make people under his leadership enjoy working and work productively. As such, the leaders or managers of faculties of English also have to do so to make their teaching staffs satisfactorily perform their teaching job. Although quite a lot of evidence is gathered for leadership in educational settings in Cambodia, the leadership in higher educational institution in Cambodia is the least-studied. Faculties of English are a recent development in Cambodia¹. Noticeably, to be effective leaders or managers, we have to think of leadership principles. Robert and William (1992) stressed that leadership in academic cultures requires leaders to prioritize and to connect people under their supervision. Leadership exists in all societies and is essential to the functioning of organizations within societies². However, the characteristics of leaders may vary from nation to

¹ Duggan, S. **The role of international organizations in the financing of higher education in Cambodia**. Higher Education, p. 34, 1-22, 1997.

² Ardichvili, A., & Kuchinke, K.P. **Leadership styles and cultural values among managers and employees of manufacturing enterprises in six countries: A comparative study**. Human Resource Development International, 2002.

nation and culture to culture said that the attributes that are seen as the characteristics for leaders may vary across cultures. Thus, there must be several styles of leadership around the globe as Rajeev (2000) and Hallinger (2003) identified that there were, in the Western world, four popular leadership styles such as transformational leadership, transactional leadership, and non-leadership (avoidant/passive leadership) and hierarchical leadership is widely practiced³.

In conclusion, no study has been conducted on the leadership of faculty deans, especially those in faculties of English in Cambodia. Thus, it has never been proved which leadership behaviors/styles those deans apply in their daily faculty managerial work. In Cambodia, individuals who manage or colleges (e.g. faculty of English) are called deans or directors.

Research Objectives

1. To study the way of English faculty dean's leadership styles in Phnom Penh capital city.
2. To study satisfaction of lecturers/staff members under the English faculties towards deans in Phnom Penh.
3. To make the comparative leadership styles study of the deans influences the job satisfaction of teaching faculty members of the universities in Phnom Penh.

Research Methodology

The research methodologies of this study were used the qualitative and quantitative methods research, the research statistics used were

³ Shoraku, A. School leadership and management in Cambodia: national culture and its impacts on leading educational changes. **Journal of International Cooperation Studies**, 2006., p. 13.

percentage (%), frequency (n) mean (\bar{x}), standard deviation ($S.D$); the research tools used the questionnaire and interview to analyze the contents and find the results of research. Multifactor Leadership Questionnaire (MLQ) Form 5X-short and the research will apply to the six universities in Phnom Penh, and six faculties of English of six higher educational institutions with 194 teaching staff members. The instrument used in this phase was the interview using content analysis and finding the result.

Research Results

1. Descriptive statistics revealed in general that the leadership practice among the four Leadership styles did not very much. Among the four leadership however had the highest score ($\bar{x}=2.73$). This implies that teaching faculty members perceived that the way their deans led them was more transformational. The transactional leadership was also Perceived ($\bar{x}=2.59$) and the hierarchical leadership ($\bar{x}=2.45$) scored lower than the previous two leadership styles. The deans were perceived not to have possessed leadership behaviors such as avoidant (passive/non-leadership), which the mean score ($\bar{x}=1.49$).

2. It was found that leadership practices of the deans vary from institution to institution. Evidently, hierarchical leadership was significantly different at P-Value ($\bar{x}=5,195$) 8.84, $p<.001$. However, the ANOVA post-hoc proves that hierarchical leadership is not dominant at all kinds of institutions presently.

Discussion

The first objective of this study was to find the variation in leadership practices of the deans at the faculties of English. Empirically, the study

intended to argue against some findings of previous studies, which identified the leadership practices in Cambodia based on the cultural and historical context and more in general rather than empirical evidence to prove real leadership practices at institutions. Leadership styles which were observed were transformational, transactional avoidant/passive (non-leadership), style (hierarchical leadership) believed to have been practiced in Cambodia for a long period of time. The second objective of the study was to identify the extent to which each of the above-mentioned leadership styles influences the job satisfaction (intrinsic and extrinsic job satisfaction) of the teaching faculty members. Therefore, this study, in the main, presents the discussion of the teaching faculty members. Therefore, this study, in the main, presents the discussion of variation of leadership practices at different institutions, and key factors of leadership and work-profile that were found to have connection job satisfaction of teaching faculty members.

Recommendations

1. Recommendations for users

1) Should use leadership styles of deans effectively based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles.

2) Should use various leadership styles of deans effectively based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles for developing the academic careers of deans.

3) Should use the leadership styles of deans based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles for improving the behavior and leadership of deans.

2. Recommendations for further research

To further study, researchers should:

1) Study the effectiveness of leadership styles of deanseffectively based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles in any higher education.

2) Study the comparisons of Study the effectiveness of leadership styles of deanseffectively based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles in any higher education.

3) Study the methods of Study the effectiveness of leadership styles of deanseffectively based on transformational, transactional, avoidant/Passive, non-leadership and hierarchical leadership styles in any higher education.

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INTEGRATION OF SEVENFOLD SAPPURISA-DHAMMAS (PĀLI:
SAPPURISA-DHAMMA, QUALITIES OF A GOOD MAN) IN PRIMARY
SCHOOL ADMINISTRATION UNDER THE MINISTRY OF EDUCATION
AT SRISATTANAK DISTRICT, VIENTIANE CAPITAL, LAO PDR

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ABSTRACT

The aims of this research were 1) to study and compare the integration of Sevenfold Suppurisa-dhammas in primary school administration classified by position, educational background, and work experience, 2) to study the way to enhance and develop the integration of Sevenfold Suppurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR. The samples were 188 people consisted of school administrators and teachers. The research tool was a questionnaire run by Rating Scale according to Likert which were five levels with 62 items. The discrimination values were from .264 to .794. The reliability of Alpha Coefficient according to Cronbach was .970. The statistics used in analyzing the data were Frequency, Percentage, Average, Standard Deviation, T-test Independent Samples, F-test One-way ANOVA, and Scheffe's Method.

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The research findings were as follows:

1. The integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR was found in overall and each dimension that all was in high level. The highest practical dimension was the administration according to Dhammaññutā. There were, then, the administrations according to Kālaññutā, Mattaññutā, and Parisaññutā, respectively. The lowest one was the administration according to Attaññutā.

2. The result in comparing the integration of Sevenfold Sappurisa-dhammas in primary school administration classified by position, educational background, and work experience, in overall, was not different in practice. When considered each dimension according to educational background revealed that Kālaññutā was different statistically significant at level .05. And another practical dimension was not different.

3. The ways to enhance and develop the integration of Sevenfold Sappurisa-dhammas in primary school administration were 1) administrators should manage more curriculum system towards morality conforming to local curriculum to be practical part in order to develop the educational quality more obvious and progressive, 2) it should be improved the weakness and emphasize to develop the strength into the efficiency, obviousness, and modernization in order to develop the system in secular and religious, 3) administrators and teachers should perform as working evaluation intentionally and be more strong for the duties, and 4) it should be the way to enhance and develop the practical terms of teacher proficiency, and morality for government officers and educational staffs to have more opportunities to perform in daily life.

Keywords; Integration, Sevenfold Sappurisa-Dhammas, School Administration.

Introduction

National Education Act concentrated on advancing Thai Educational Quality and Thai Quality in general higher and more important to the process of school administration as the basic education as well as it specified the destination and principle in educational management that should be for Thai people to be complete in body, intellect, morality and culture in living and staying with others happily¹. The law of Lao Education was the implementation of teaching and learning of science in nature, social, and behavioral strategy discovery for producing people to be flexible with morality, capability, proficiency, healthy, civilization of mind, arts, and love in nation and democracy in order to satisfy the national protection and development. However, educational policy was the initial task of human resources management to be excellent. Science and advancement was to create people with knowledge and capability, build the social leaning step by step and efficiently, and distribute the chance in education for all people².

To develop and administrate primary schools under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR to be qualified and efficient was to follow the policy and direction in educational development as the strategic plans of education and educational policy 2016-2017 of Ministry of Education of Vientiane Capital which had been defined.

However, it was very challenge to proceed, such as 1) the high average of uneducated primary 1 students, 2) the low average of students in

¹ Office of the National Economy and Social Commission, **Development Plan of National Economy and Social, No. 10 (2007-2011)**, Bangkok: National Economy and Social Commission, 1992., p.15.

² Ministry of Justice, **Laws and Jurisprudence towards Social Culture, the National Assembly, Educational Laws (Edited Version) (3 July 2007)**, Vientiane Capital: Numlao, 2007., pp. 226-227.

graduating primary 5, 3) the problem of making instructional media below the standard of Ministry of Education. 4) the high average of repeated study, 5) the problem of repeated study without improving, 6) the problem in removing school without the permission, and 7) the problem in lacking of primary teachers. Therefore, to bring Sevenfold Sappurisa-dhammas into school administration was the great option to solve the problems to improve primary schools more efficient³.

As the important reason of mentioned states and problems, the researcher was interested to study the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR in order to get the information in administrating the good primary school for school administrators and any other organizations that would like to apply into their places.

Research Objectives

1. To study the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR
2. To compare the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR, classified by position, educational background, and work experience
3. To study the way to enhance and develop the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR, classified by position, educational background, and work experience

³ Ibid. Ministry of Justice. p. 14.

Research Methodology

This research was a mix-method research.⁴ The samples were 188 people comprised of school administrators and teachers. To determine the samples was by Krejcie and Morgan. The research tool was a questionnaire run by Checklist, Rating Scale according to Likert, Open-ended, and interview. Computer program were used to analyze the data, such as Frequency, Percentage, Average, Standard Deviation, T-test, and F-test.

Research Results

1. The integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR was found that in general and each dimension, it was in high level. The highest practical dimension was the administration according to Dhammaññutā. There were, then, the administrations according to Kālaññutā, Mattaññutā, and Parisaññutā, respectively. The lowest one was the administration according to Attaññutā.

2. The result in comparing the integration of Sevenfold Sappurisa-dhammas in primary school administration classified by position, educational background, and work experience, in overall, was not different in practice. When considered each dimension according to educational background revealed that Kālaññutā was different statistically significant at level .05. And another practical dimension was not different.

3. The ways to enhance and develop the integration of Sevenfold Sappurisa-dhammas in primary school administration were 1) administrators should manage more curriculum system towards morality conforming to local curriculum to be practical part in order to develop the educational quality

⁴ Phongphan Thraimongkonkun, Mixed-method: the Moderate Practice of Research, **Research Design**, Bangkok: Kasetsart University, 2012., pp. 321-324.

more obvious and progressive, 2) it should be improved the weakness and emphasize to develop the strength into the efficiency, obviousness, and modernization in order to develop the system in secular and religious, 3) administrators and teachers should perform as working evaluation intentionally and be more strong for the duties, and 4) it should be the way to enhance and develop the practical terms of teacher proficiency, and morality for government officers and educational staffs to have more opportunities to perform in daily life.

Discussion

The result in comparing the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR was found that in general and each dimension, it was in high level. The highest practical dimension was the administration according to Dhammaññutā. There were, then, the administrations according to Kālaññutā, Mattaññutā, and Parisaññutā, respectively. The lowest one was the administration according to Attaññutā. Above all, it was consistent to the study of PhraMahaSomkuan Sisongkram⁵ entitled “A Study of the Relationship between Sappurisa-dhamma, Bala-dhamma and Work Practices of School Administrators: in Southern KrungthonArea under the Department of Eeducation, Bangkok Metropolitan Administration,” that revealed in high level. Also, it was conformed to the one

⁵ PhraMahaSomkuan Sisongkram, A Study of the Relationship between Sappurisa-dhamma, Bala-dhamma and Work Practices of School Administrators: in Southern Krungthon Area under the Department of Eeducation, Bangkok Metropolitan Administration, **Mater Dissertation**, Graduate School: Chulalongkornrajavidyalaya University, 2012, (Abstract).

of PhraChamrutThittathammo⁶ entitled “An Application of the Seven Sappurisdhamma to the Community Management: A case Study of Watmaiphiren Community Bangkokyai District, Bangkok,” and the result showed that people had an opinion in applying the Seven Sappurisdhamma to the community management was in high level.

Recommendations

1. In terms of using

1. School administrators should determine and develop administrative policy according to Attaññutā, and Attaññutā in order to be the way in administrating the education more efficient in which it could also lead the staff development.

2. It should have more promotional curriculum system in morality to conform to local curriculum to be practical term for educational development progressively and obviously.

3. It should have the development and promotion to have several learning sources to reply all learners’ requirements.

4. The goals of teaching and learning management in school should be determined obviously and systematically.

5. Teachers should develop their own teaching skills towards the modernization.

2. In terms of furthering the research in the future

1. The researcher should study the resolution of the integration of Sevenfold Sappurisa-dhammas in primary school administration under the Ministry of Education at Srisattanak District, Vientiane Capital, Lao PDR that was found in low dimension of practice. Also, the researcher should have the promotional way for the high dimension into educational administration to be more efficient.

⁶ PhraChamrut Thittathammo’ An Application of the Seven Sappurisdhamma to the Community Management: A case Study of Watmaiphiren Community Bangkokyai District, Bangkok, **Master Dissertation**, Graduate School: Chulalongkornrajavidyalaya University, 2012, (Abstract).

2. The researcher should study in deep about the integration of Sevenfold Sappurisa-dhammas in school administration in terms of the samples and target group which should be classified by different education level more than this study in order to compare the differences and apply to educational administration.

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PERSONAL ADMINISTRATION BASED ON THE 4 SANGAHAVATTHU
OF PRIVATE SCHOOL UNDER THE PRIVATE PRIMARY EDUCATIONAL
SERVICE NONGBUALAMPHU AREA OFFICE 2

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ABSTRACT

This research was aimed to 1) study the personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu Primary Educational Service Area Office 2.2) compare the personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu Primary Educational Service Area Office 2 classified by position and experience, and 3) study the guideline for promoting the use of personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu Primary Educational Service Area Office 2. The population used in this study comprised of 128 private school administrators and teachers in Under NongBuaLamPhu Primary Educational Service Area Office 2 and the tools used in the research included questionnaire and statistics frequency, percentage, mean, standard deviation, t-test and one way analysis of variance.

Keywords; The 4 Sangahavatthu, Administration

The results of study revealed that:

1. In relation to personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu

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Primary Educational Service Area Office 2 by overview, it was at high level. When considering by aspect, it was found that the aspects that having the highest mean included the management aspect based on Atthajariya principle (high level), followed by the management aspect based on Samanattata principle (high level) and the minimum mean was the management aspect based on Tana principle (high level).

2. Results on analysis of comparison on personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu Primary Educational Service Area Office 2 classified by position and experience, it was found that the overviewed personnel opinions were different based on significantly statistics at level of .05.

3. In relation to the guideline for promoting the use of personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamPhu Primary Educational Service Area Office 2, it found that the personnel management aspect based on Tana principle included the private school personnel should receive more benefits in way of life, they should be promoted for studying, field study both in the country and abroad, they should be promoted to have more advanced media for teaching, the expertise should be invited to educate for personnel at all semesters and encourage to exchange the knowledge among the personnel within and other educational organizations. Regarding Piyavaja aspect, it should be encouraged the personnel to follow the precepts of their religion faithfully on the occasions of important days to be aware of the usefulness and punishment. According to verbal aspect, it should allow the personnel to warn each other with willingness based on democratic principles and it should appreciate the personnel model as well. Regarding the speech, the expert should be invited for giving the law knowledge on verbal offense and provided the good speaker contest within the private schools and

accompanying with other agencies. In relation to educational management aspect based on Attajariya aspect, it included it should encourage the personnel to get more public mind to the society and the public, the personnel should be encouraged to support each other as appropriate, they should be encouraged to participate in community activities and society. It should honor the personnel model in aspect of providing the benefit to the public and society in various occasions, and the personnel should be encouraged to meet the model persons who played the role model for the benefit of society and the nation in order to create the inspiration, motivation to work. For Samanattata aspect, it should provide the rewardsto the persons who practically work on time consistently;it should honor the good behaved model personnel. The personnel should suit themselves properly as the model to the public and the society. The personnel should be supervised, followed up and evaluated the performance of personnel regularly, and they should encourage the personnel to participate in camping in lines of virtue, ethics under their respected religions in order to let the personnel know how to practice themselves as the persons who have got the state of being consistent.

Significance of the study

Changing global society of economic, social, and educational; therefore, is the proposition that Thailand must be awake, especially in academic. That's necessary to improve and develop a quality education in Thailand to international standards and consistent with the present global society. The Ministry of Education has announced a study of the national agenda in 2556. It's the year to consolidation power of the quality education which rely on the power all of society to help the implementation of the education policy of the government and everyone has to continue the work follow by the government has proceed already. When a policy was defined the administrators must focus on emphasizing and driving jobs exactly as policy.In the academic development plan of the Ministry of Education they

have specified people at the center focuses on the development of a comprehensive and balanced as the main base of development. There are policies and improving the quality of education and learning at all levels and education types. Including cultivating and strengthening student's moral ethics, good values, proud in the Thai, discipline, public mind, and taking into account the common good.¹ It can be seen that the main policy have to improve the quality of people that need to be focused on the subject of morality. It is the duty of those who are involved to put policy into the following concrete.

The Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 have managed in accordance with the basic policy commission. So, the schools were determined the strategy to develop educational system be able to organize learning activities more effectively. Developing the educational management by following the main good governance and focus on the involvement to encourage the education to do the various projects for practicing in clear achievement. The schools had focus on promoting and developing the personnel have a moral and applied the moral principles to use in clear working. In order to comply with the Primary Education Act BE 2553. The Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 amount 8 schools.² The readiness of the schools had the different education management. There were problems in planning; encouraging personnel to do work effectively, the quality of teachers, and personnel didn't follow the criteria standard. Some personnel

¹ Education Development Plan of the Ministry of Education, No. 11. 2012 - 2016. Bangkok: Office of the Permanent Secretary for Education, 4-5.

² NongBuaLamphu Primary Educational Service Area Office 2, **Annual Report B.E.2558**, NongBuaLamphu: Policy and Planning: Type in the Educational Service Area Office, 2558, p.10

are still lack of the consciousness in duties as a teacher. In particular, compliance of the teacher professional standard and lack of the morale to work because there are lots of debt and have no any encouraging from superiors, it also has the personnel breach of discipline but the administrators ignored to monitoring and deterrence the personnel not to breach of discipline. If found the personnel breach of discipline must be considered and implemented with fairness punished by superiors. As a result, academic performance has a profound impact and these are the effect of executive management personnel.³ All of these, there were an effect on the personnel management of the administrator.

It is the success of the administration and to modify the organizational development and human resource development to modern organization of learning something new. To strengthen the competencies and performance processes need to focus on achievement, performance, quality and value to make professional personnel and the personnel have potential to work. It's depending on what school administrators are doing in the administration. The most important is the condition of the administrators and personnel; they should have the principles of Buddhism in the personnel management. It consists of Sangahavatthu⁴ principle is relating to the care and governs people that should have to trust in mind and directed behavior. It is considered to be living in a transparent manner and behave a good thing both of them and others that will make the school executive personnel management have the most effective.

³ PhayomWongsarasri, **Human Resource Management**, Bangkok: Faculty of Management.SuanSunandhaRajabhat University, B.E. 2538., p.5.

⁴ The Dhammapidhok (P.A. Payutto), **Buddhism Dictionary the Dhamma complied version**, 12th Edition, Bangkok: Chulalongkorn University Printing, B.E. 2546., p.142.

From the reasons and problems, the researcher suggests that the personnel management system according to Sangahavatthu 4 principle is important because if the administrators lack of Sangahavatthu 4 principle, they cannot control the subordinates but if the administrators can lead the Sangahavatthu 4 principle to manage the personnel, the personnel will have a passion for work in the school, they will respect and compliance supervisor. That the reasons why the researcher interested to study about the personnel management system according to Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2. When all sectors are given priority in the development of a moral person and lead the Buddhism to encouraging the system of administration in schools will have to make moral ethics persons according to the National Education Policy; accordingly the researcher interested to lead Sangahavatthu 4 principle to encouraging the personnel management system in the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 for guiding the development of personnel management in schools effective completely and develop the personnel into a complete human being with virtues and ethics.

The Objectives of this research

2.1 To study the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2.

2.2 To compare the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by position and work experience.

2.3 To guideline for promoting the use of personnel management condition based on Sangahavatthu 4 principles of the private schools under NongBuaLamphu Primary Educational Service Area Office 2.

How to proceed the research

This research is quantitative researches by using Survey Research based on a number data and analyzes the data using statistical methods of descriptive analysis.

1. Population and sample

Population and sample are the administrator and teachers of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 amount 128 persons.

The position

- | | |
|--------------------|--------------------|
| 1.1) Administrator | amount 27 persons |
| 1.2) Teachers | amount 101 persons |

2. Work experience

- | | |
|---------------------------|-------------------|
| 1.3) Lower than 5 years | amount 82 persons |
| 1.4) Period of 6-10 years | amount 30 persons |
| 1.5) More than 11 years | amount 16 persons |

The sample acquired by purposive sampling

3.2 How to develop the research tool

Creation the tools of this research are the open-ended and close-ended questionnaire that the researcher created and developed a quality tool. As follow;

1. The researcher studied a document about principles, concepts, and theory of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2.

2. The researcher studied about the structure model questionnaire research of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2.

3. The researcher took a questionnaire of SuphatPhongsiang to applied and determined into a checklist, rating scale, and open-ended. Number 1 set. There are three parts;

Part 1 is a questionnaire about the personnel information of the administrator and teachers in school by using checklist number 2 sets.

Part 2 is a questionnaire about the personnel management based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by using rating scale of Likert's principle. There are 5 levels; the highest, high, medium, low, the lowest number 40 segments.

Part 3 is a questionnaire about ways to encourage using Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 using open-ended question. There are 4 aspects follow by structure model questionnaire research number 4 segments.

1. The researcher is taken a questionnaire to improve, edit, and give an approval by advisors.

2. The researcher took a questionnaire from the advisors to improve and edit completely then present to an expert number 5 persons. The experts verified the accuracy and quality of the questionnaire for measure the content validity by using IOC (Index of item – Objective congruence) according to criteria as follows;

1 means agree that segment be able to use

0 means not sure that segment have to improve and edit

-1 means disagree that segment can't use and the segment should revise

The evaluate criteria in each segment be valuable from .50 or more between in 0.60-1.00.

4. The researcher took a questionnaire from the experts to improve and edit by following the evaluate results or the suggestions of the experts

and making complete edition to provide the number of segment and content to match in the research.

5. The researcher took a questionnaire edited edition completely to try out with the population in a number of not less than 30 persons for analysis procedure.

6. The researcher took the results to analysis the discriminative power by using Pearson product moment correlation coefficient method or item total correlation then brings the positive correlation coefficient to compare with the critical value.⁵ Use criteria of .20 -1.00 is applicable. There are valuable between 0.5438 – 0.9160.

7. The researcher took a questionnaire in usable segment to analyze reliability in each aspect and overview by using Cronbach method for valuates Alpha-coefficient. Using criterion from .75 up. The reliability of a whole questionnaire is 0.9883.

8. The researcher used the questionnaire that have the reliability in the criteria to make complete issue and print for using in data collection.

3.3 Data analysis

In this research, the researcher took a data by follow these steps:

3.3.1 The researcher analyzes the general data of respondents about the position and work experience by analyzing the number and percentage.

3.3.2 The researcher analyzes the level of the personnel managementconditions based on Sangahavatthu 4 principle in personnel managementofthe Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by analyzing the average and standard

⁵ The same subject, **Basic Research**, page 82-83.

deviation in overview and segment by using Likert method⁶ and then compare the data with average criteria.

4.51 – 5.00	means	the performance is in the highest level
3.51 – 4.50	means	the performance is in high level
2.51 – 3.50	means	the performance is in medium level
1.51 – 2.50	means	the performance is in low level
1.00 – 1.50	means	the performance is in the lowest level

3.3.3 The researcher analyzes and compares the personnel management conditions based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by classifying from position and using Independent samples t-test.

3.3.4 The researcher analyzes and compares the personnel management conditions based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by classifying from work experience and using Independent samples F-test.

3.3.5 The researcher analyzes way to encourage and the personnel management conditions based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 number 4 aspects by analyzing the number of frequency and descriptive analysis.

⁶ The same subject, “the personnel management based on Sangahavatthu 4 principle in basic educational Khonkean Primary Educational Service Area Office 4”, page 73.

Research result

The conclusions; researcher will presents an overview and the study concluded based on the objectives of the research, the following order:

4.1 The personnel of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2. The most are teachers 78.91 percent and the rest are administrators 21.09 percent. Most are in 5 years working experience 64.06 percent. The lower is the term 6-10 years 23.44 percent and the lowest is a period of 11 years and over 12.50 percent.

4.2 The personnel management conditions based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by overview, it was at high level. When considering by aspect, it found that the aspects that having the highest mean included the management aspect based on Atthajariya principle 4.30 percent it's in high level, followed by the management aspect based on Samanattata principle 4.19 percent it's in high level and the minimum mean was the management aspect based on Tana principle 3.97 it's in high level.

4.3 The opinions of personnel with the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 classified by position, it found that the overviewed personnel opinions were different based on significantly statistics at level of .05.

4.4 The opinions of personnel with the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 classified by work experience, it found that the overviewed personnel opinions were different based on significantly statistics at level of .05.

4.5 The guidelines for encouraging using the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2

The discussion of research

From the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 can discuss the research results as follows:

1. The personnel management conditions based on Sangahavatthu 4 principle in personnel management of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 by overview, it was at high level. When considering by aspect, it found that the aspects that having the highest mean included the management aspect based on Atthajariya principle is in high level, followed by the management aspect based on Samanattata principle is in high level and the minimum mean was the management aspect based on Tana principle is in high level.

2. The opinions of personnel with the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 classified by position, it found that the overviewed personnel opinions were different based on significantly statistics at level of .05 may be because of the personnel who have a position of school's administrator have the opinion on the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 more than teachers.

3. The opinions of personnel with the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 classified by work experience, it

found that the overviewed personnel opinions were different based on significantly statistics at level of .05. May be because of the personnel who have work experience lower than 5 years have the opinion on the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 lower than the personnel who have work experience in 6-10 years and 11 years up.

The suggestion

1. The suggestions of research result for applying

The opinions analysis result of the personnel with the personnel management based on Sangahavatthu 4 principle of the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2. There are suggestions for applying to each aspect as follows:

1.1 The personnel management aspect based on Tana principle by the overview is in high level. The average minimum according to ascending order of three sequences; the administrators are generous when the community requests to use the premises of educational institutions. The administrators have to encourage welfare and always have the educational activities for the personnel to study and to getting more experiences; so that the administrators and the relevant authorities should planning to improve and develop the encouraging community to get service in building aspect, encouraging welfare and more educational activities for the personnel.

1.2 Piyavaja aspect by the overview is in high level. The average minimum is the personnel speak for achieve unity and good cooperation in school. Education policy has a personnel always talk with melodic and sweetness and the administrators praised the working success's teacher; therefore, the administrators and the relevant authorities should develop a plan to encourage personnel to speak for achieve unity and good

cooperation, talk with melodic and sweetness. When the personnel achieve working, they should get more praise and compliments.

1.3 The administration based on Attajariya aspect by the overview is in high level. The average minimum according to ascending order of three sequences; Academy organize an encouraging knowledge activities for community, academy supports the prefermentor adjust according to their ability and suitability, administrators are encouraged personnel to go to training a special expertise such as; sport and computer, etc. Therefore, the administrator and the relevant authorities should improve planning and organize encouraging knowledge activities for community, adjust the preferment according to ability and suitability of personnel, and encouraged to training a special expertise for personnel even more.

1.4 The administration based on Samanattata aspect by the overview is in high level. The average minimum according to ascending order of three sequences; the school is where to learning that you have to learn all the time, the school has the rules for personnel without work in school currently in use are appropriate, the school policy has developed the personnel continued into the standard. Therefore, the administrator and the relevant authorities should improve planning and develop school place for learning, has the rules for personnel without work in school currently in use are appropriate and the policy has developed the personnel continued into the standard even more.

2. The suggestions for further research

2.1 The researcher should study about qualitative research of personnel management based on Sangahavattu 4 principle of the Private Schools under Nong Bua Lamphu Primary Educational Service Area Office 2 to get more insight.

2.2 The researcher should study about the factors effect of the personnel management based onSangahavatthu 4 principle ofthe Private Schools under NongBuaLamphu Primary Educational Service Area Office 2 to know the factors that affect personnel management both of directly and indirectly.

2.3 The researcher should study the other principles of personnel management in the Private Schools under NongBuaLamphu Primary Educational Service Area Office 2.

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**SCHOOL ADMINISTRATION IN ACCORDANCE WITH SEVEN
SAPPURISADHAMMA IN BASIC EDUCATION AT MUEANG
DISTRICT UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 30**

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ABSTRACT

The purposes of this study were 1 (to study school administration in accordance with Seven Sappurisadhammas, 2 (to compare school administration in accordance with Seven Sappurisadhammas classified by position, educational background, and work experience, and 3 (to study the way to enhance and develop school administration in accordance with Seven Sappurisadhammas). The research scope was in basic education under the Secondary Educational Service Area 30. This research was a mixed-method research: a quantitative research conducted by a survey and qualitative research. The samples were 267 people. For a qualitative research, the researcher used general information of interviewees as a structured interview. The research tool was a questionnaire analyzed by Frequency, Percentage, Average, and Standard Deviation and compared by t-test and F-test. The information was concluded by analysis and synthesis.

The research findings revealed as follows:

1. The practice of school administration in accordance with Seven Sappurisadhammas in basic education under the Secondary Educational Service Area 30 was at a high level in general and each dimension.

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2 .The comparison of school administration in accordance with Seven Sappurisadhammas classified by position, educational background, and work experience showed that school administrators and teachers who had been experienced differently was not different.

The suggestions for school administration in accordance with Seven Sappurisadhammas in basic education were as follows. 1 (reason dimension; it should be the policy construction as the truth of the possibility in terms of school administration, 2 (benefit dimension; the highest benefit should be prioritized as a common interest, 3 (self-knowing dimension; knowing the context in general of the organization towards the weakness and strength was important to get improve on time, 4 (estimation dimension; Sufficient Economy was needed to school administration by considering to the suitability for every part, 5 (schedule dimension; any projects should be appropriate with chance and time, 6 (community dimension; schools administrators and teachers should be good in human-relations and coordinate with everyone, and 7 (personality dimension; administrators should give staffs suitable assignments and not keep on family relationship.

Keywords; Administration in accordance with Seven Sappurisadhammas, Basic Education

Introduction

School was responsible for educational management in order to deliver knowledge for social members by utilizing the administrative resources in the process which were people, money, tools, and resource administration .Also, that resource was the most important .Even though school administrators or authoritarians would well specify the plans for project or work system, those thoughts would not be accomplished if responsible staffs would under knowledge and vision .Therefore, school

administrators should prioritize the school administration which was essential for school system .Except academic tasks, the budget work, general administration, and human resources were also significant .Human resources were the most important so that school administrators should be considerate in which they could work efficiently and school would have finished as the goals.¹

The Secondary Educational Service Area 30 under the jurisdiction of Office of Basic Education Commission of Ministry of Education was established as the announcement of Ministry of Education on the specification in the Secondary Educational Service Area, assigned on 17 August 2010, such as Chaiyaphum that developed intensively the teaching and learning in 8 main subjects, Thai, Mathematics, Science, Social Studies, English, Health Education, Arts, and Home Economics as well as developed teachers and curriculum continually .However, the average of evaluation outcome and studied result of main subjects were still unsatisfied according to a lack of high-quality media and appropriate skills to use technology for each age .Moreover, it was found that some students were illiterate and did not want to read .According to the report of educational management last year, it revealed that students, school administrators, teachers, and educational staffs in every level gave an important lowly to be well-prepared for ASEAN community, especially for second language .It could not be seen concretely though there were a freedom in learning and several styles both in and out the system .In administrative decentralization, it was found that the cooperation of every section was not proceeded concretely .To develop school administrators, and staff strength both in and out the office of educational service area as well as the parents ‘cooperation, community government and private sector were necessary for education administration which was the mechanism to work

¹ Rung Kaewdang, **Organization and Administration**, Edition 4, Bangkok :Thai Wattapanich, 2001, p .8.

efficiently .Moreover, small schools inclined to be increased so that it was the factor to have good educational administration.²

As mentioned, the researcher was interested to study the school administration of school administrators in basic education under the Secondary Educational Service Area 30; so it would be the integration of Seven Sappurisadhammas or not. It was because this was Dhamma Principle covered the administration of self, person, and work .The result could be the way to enhance the development for school administrators, learners, and social.

Research Objectives

1 .To study school administration in accordance with Seven Sappurisadhammas under the Secondary Educational Service Area 30

2 .To compare school administration in accordance with Seven Sappurisadhammas classified by position, educational background, and work experience under the Secondary Educational Service Area 30

3 .To study the way to enhance and develop school administration in accordance with Seven Sappurisadhammas under the Secondary Educational Service Area 30

Research Methodology

1 .The samples were 267 people including school administrators and teachers in basic education under the Secondary Educational Service Area 30 classified by position, educational background, and work experience .The technique used was Krejcie and Morgan³ by Stratified Random Sampling and Simple Random Sampling was applied for a minor group)from the samples.(

² The Secondary Educational Service Area 30, **Practical Plans for Fiscal Year 2015**, Chaityuphum: the Secondary Educational Service Area 30, 2015., pp .1-8.

³ Krejcie and Moorgan, as cited in Boonchom Srisa-Ard, **Basic Research**, Edition 7, Bangkok: Suweeyasart, 2002, p .43.

2 .The qualitative samples were 15 people which were 5 school administrators and 10 teachers in schools in Mueang Chaiyaphum District under the Secondary Educational Service Area 30 gained by Purposive Sampling.

3 .The research tool to collect data were a questionnaire and interview concerning with Seven Sappurisadhammas in basic education under the Secondary Educational Service Area 30 .There were as follows:

3.1 Questionnaire was used for a quantitative research .It was a Checklist as Likert⁴ with 44 items and 7 dimensions as Open-ended .Index of Item-Objective Congruence)IOC (and Coefficient of Reliability were run for this step.

3.2 Interview was used for a qualitative research which was Open-ended with 7 dimensions with 15 samples.

4 .Computer program was used for analyzing the data to find Frequency, Percentage, \bar{X} , Standard Deviation, t-test Independent Samples, F-test One-way ANOVA and Scheffe 'method.

Research Results

1 .School administration in accordance with Seven Sappurisadhammas for schools in Mueang District under the Secondary Educational Service Area 30 in general was at a high level) \bar{X} =3.95, S.D = .0.513).In each dimension was found that the highest practical dimension was community dimension .Then, there were reason dimension and schedule dimension, respectively.

2 .The analysis of comparing school administration in accordance with Seven Sappurisadhammas for schools in Mueang District under the Secondary Educational Service Area 30 classified by position, educational background, and work experience was found in general and each dimension was not different.

⁴ Likert, **Technique for the measurement of attitudes archives of psychology**, New York : McHraw Hill International Book Company, 1932., p .55.

3 .The ways to enhance school administration in accordance with Seven Sappurisadhammas for schools in Mueang District under the Secondary Educational Service Area 30 were as follows:

- 1 .Reason dimension; it should be the policy construction as the truth of the possibility in terms of school administration,
- 2 .Benefit dimension; the highest benefit should be prioritized as a common interest,
- 3 .Self-knowing dimension; knowing the context in general of the organization towards the weakness and strength was important to get improved on time,
- 4 .Estimation dimension; Sufficient Economy was needed to school administration by considering to the suitability for every part,
- 5 .Schedule dimension; any projects should be appropriate with chance and time,
- 6 .Community dimension; schools administrators and teachers should be good in human-relations and coordinate with everyone, and
- 7 .Personality dimension; administrator should give staffs suitable assignments and not keep on family relationship.

Recommendations

1 .In terms of using

- 1 .In school administration, it should be managed the policies to reply the possibility of community context by keeping on Sufficient Economy.
- 2 .School administrator and teachers should have good relationship to each other consistently by considering mainly to the common interest.
- 3 .The process of school administration should be with the cooperation of family, temples, and schools .To give the opportunity to community to be a part in learners ‘development activity was a good way for school administration.

2 .In terms of furthering next research

1 .Schools should study the factors of school administration by integrating with Seven Sappurisadhammas.

2 .Schools should study the context of community in general term in order to get the way to enhance school administration for living in the future.

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SCHOOL ADMINISTRATION ACCORDING TO FOUR
SANGHAVATTHUS OF PHRAPARIYATTIDHAMMA SCHOOLS IN
KHON KAEN PROVINCE

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ABSTRACT

The purposes of this study were 1(studying the generality of school administration according to fourSanghahavatthus of Phrapariyattidhamma Schools in KhonKaen province, 2 (comparingschool administration according to fourSanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province by classifying on positions, educational degrees, and experiences of work, and 3(studying the way for developing and promoting school administration according to fourSanghahavatthus of Phrapariyat tidhamma Schools in KhonKaen Province.The representative samples used in this research were184 school administrators and teachers .The research tools to collect data were questionnaires and interviews .

The research findings were:in general view, school administration according to fourSanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province had the opinion at the high level while considering in each section found from the most to less level as follows: the section of Piyavaja (Kindly speech), Atthajariya (Useful conduct), Dhana (generosity), Samanattata (Even and Equal Treatment), respectively.

The comparative result of school administration according to fourSanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province

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was classified into positions, educational degree, and work experience as being different statistically at a 0.01 of significance.

The ways for developing and promoting school administration according to four Sanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province should be done as follows:

In the section of Dhamma) generosity(, the administrators had to learn about generosity, charity and promote other teachers and officers having a chance to academic training for being expert, transparent and direct to teachers and pupils friendly, and sacrifice themselves as a hero, trusted, including other generosity they could help .

In the section of Piyavaja) kindly speech(, the administrators should have the persuasive speech to talk for comprehension in order to build the organization of knowledge to teachers and officers with co-operation on their duties directly, and focus on having honest and helpful speech .

In the section of Atthajariya) useful conduct(, the administrators must control their own life-living as being common interest, having friendship to each, having co-operation useful to school, having co-thinking and co-doing for creature of quality to students.

In the section of Samanattata (even and equal treatment), the administrators must always be responsible on their own duties without fault, kind to help other teachers, personnel and students in trouble. They must act as being teacher on the role of giving knowledge, and can happily be good co-workers with other teachers and students on developing schools without perseverance by holding duties as important with the governmental rule of Father governing children and Elder brother governing younger brother.

Keywords; Four Sangahavatthus, Administration, Phrapariyattidhamma Schools

Introduction

Phrapariyattidhamma school is one of Sangha's educations provided by the government following the Sangha's purposes. It had been caused from Mahachulalongkornrajavidyalaya university established Palimatthayomseuksa school and Palivisamansuksaschool after two Sangha's universities; Mahachulalongkornrajavidyalaya university and Mahamakut Buddhist University provided education from B.E.2432, B.E.2489 and B.E.2490 to growth respectively. Mahachulalongkornrajavidyalaya university has provided the educational level of Matthayom called Palimatthayomseuksa school by providing to study Pali language, Nakdham (Buddha's teachings), and knowledge of high school level for accepting students completed Prathom 4. When this Palimatthayomseuksa schools were expanded to many provinces and studied by many monks and novices, the Sangha and Ministry of Education had provided to call this school newly; Palivisamansuksa school and given education of Prathomsuksa 6 and Mathayomsuksa 3 from B.E.2500.¹

Phrapariyattidhamma schools' the result of the third external quality assessment of Office of National Education Standards and Quality Assessment was found that 71 of 196 schools were accepted as average of 36.22 percentage, and 125 schools did not be accepted as average of 63.76 percentage.² The effectiveness of school administration caused from administrators' ability to bring policy to action, which is the most important device to create children and youths good and full of quality. Office of Teacher and Educational Personnel in the status of secretary organization managing teachers realized the importance to develop educational quality

¹ PraRajvoramuni. **Thai Philosophy of Education**. Bangkok :Varapakpinij, B.E.2536, Page 335.

² Document of Meeting.Office of Standard Assurance and Assessment of Education. (Public Organization) **Agenda no.6.4.1, Third Conclusion of Educational Assessment**, B.E.2554-2557

following the moral system to school administrators and officials concerned with personnel development in order to increase potential for work and expand to develop discipline, morality and ethics effectively.³

The researcher, therefore, is interested in a study of Four Sanghahavattus in order to make this research have benefit to administration of Phrapariyattidhamma school in KhonKaen province by bringing the information from research for planning the development of Phrapariyattidhammaschool administration, and is interested in study how to increase more effectiveness on School administration according to Four Sanghahavattus of Phrapariyattidhamma schools in KhonKaen province in future.

Research Objectives

2.1. To study the generality of School Administration according to FourSanghahavattus of Phrapariyattidhamma Schools in KhonKaen province.

2.2. To compare School Administration according to Four Sanghahavattus of Phrapariyattidhamma Schools in KhonKaen province by classifying on positions, educational degrees and experiences of work.

2.3. To study the way for developing and promoting School Administration according to Four Sanghahavattus of Phrapariyattidhamma Schools in KhonKaen province.

Research Methodology

The researcher had used the mixed research methodology by mixing both of Qualitative Research Methodology and Quantitative Research Methodology with details as follows:

1 .The samples of population are; administers and teachers in Phrapariyatthidhamma schools in KhonKaen province in total of 351 persons from 26 schools according to the variables studied from the tables of Krejcie

³ Office of Teachers and Educational Personnel ,**Quality Development of School Administration on Moral System**, Searched on December 28th , B.E.2549.

and Morgan, by the stratified random sampling and to status and comparison of position, educational decrees and work experience as simple random sampling from 184 persons in 26 schools by drawing lots .The qualitative samples are; six administrators and six teachers in total of 12 persons by using purposive samplings.

2. Two kinds of tools used for data collection are as follows:

1. Questionnaire concerned with school administration according to four Sangahavatthus of Phrapariyattidhamma schools in KhonKaen province., 2. Interview concerned with school administration according to Four Sangahavatthus of Phrapariyattidhamma schools in KhonKaen province.

3 .To create and find the q research's tools found as follows;

3.1. Questionnaires were; 1. To study the document concerned with principles, concepts and theories of school administration according to Four Sangahavatthus, 2. To study the form and structure of research's questionnaire about school administration according to Four Sangahavatthus, and 3. The researcher had created the questionnaire from documents related with principles, concepts and theories of school administration according to Four Sangahavatthus and form -structures of research's questionnaire of school administration according to Four Sangahavatthus as having characteristics with checklist by rating scale and open-ended about one set with three parts as follows; the first set is the questionnaire answerers' personal information about educational degree, position and work experience., The second set is that the researcher had made the questionnaire of principles, concepts and theories of school administration according to Four Sangahavatthus of Phrapariyattidhamma schools in KhonKaen Province as having the characteristics of rating scale on Likert's principle and concept of five levels; the most, more, medium, less, and the least., the third set is questionnaire of problems, obstacles and

suggestion of school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen Province as having the characteristics of open-ended with free answering about one question, 4. The researcher had brought the made questionnaire to the research's advisors for checking, adjusting, editing and giving approval., 5. The researcher had presented the questionnaires for adjusting and editing completely to five experts for checking the righteousness and evaluating the quality of questionnaire for Index of Consistency (IOC),.6. The researcher had brought the questionnaire from experts for adjusting the result of evaluation or suggestion from experts and made the perfect questionnaires as having numbers and details related with the research. 7. The researcher had brought those questionnaires for trying out with thirty persons of population, who are not the samples in order to bring that result to data analysis with readymade program in next step.,8. The researcher had brought the questionnaires with discrimination index for finding the Alpha Coefficient of Cronbach in each section by using more than .78 of criterion. It was found that there was .954 of reliability of full questionnaires.,10. The researcher had brought the questionnaire with reliability of criterion for making the perfect papers and printed out to collect data in next step.

3.2 Interview papers; 1. The researcher had studied documents related with principles, concepts and theories of school administration according to Four Sangahavattus, 2. The researcher had studied forms and structures of research's questionnaire titled the school administration according to Four Sangahavattus, 3. The researcher had made the questionnaires from documents related with principles, concepts and theories concerned with school administration according to Four Sangahavattus having characteristics of interview about one set with two part as follows; the first part is the interview of interviewees' general information about position,

educational degree and work experience., the second part is about the way to develop and promote the school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen Province, 4. The researcher had presented the interview paper to advisors for considering, checking, adjusting, editing and giving approval.5. The researcher had presented the interview papers to advisors for adjusting and editing the righteousness and then presented to five experts for considering the interview papers related with research.,6. The researcher had brought the interview papers from experts for adjusting, editing the result of their evaluation or suggestion for making the complete one with numbers and details related with research and printed out for data collection in the next step.

3.4. Data Analysis;

The researcher had analyzed data as follows; 1. Analyzed the interviewee's general information and interview papers about position, educational degree and work experience by analyzing for numbers and percentage, 2. Analyzed for level of school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen Province by analyzing for percentage (\bar{x}) and Standard Deviation in both holistic and each section following the method of Likert and then brought to compare with five levels of mean as 3.5., 3. Analyzed and compared the school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen Province by classifying on position with t-test of independent samples as being 3.5., 4. Analyzed and compared the promotion of school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen province by classifying on educational degree with t-test of independent samples as being 3.5., 5. Analyzed and compared the school administration according to Four Sangahavattus of Phrapariyattidhamma schools in KhonKaen Province by classifying on work experience with t-test of one way ANOVA, when found the difference and searched for difference in pair with Scheffe's method as being 3.5.,

6. Analyzed the way of promoting the school administration according to Four Sanghahavattus of Phrapariyattidhamma schools in KhonKaen Province in four parts by the number of frequency analysis and descriptive analysis.

Research Result

1. On personnel;

It was found that most of 144 persons were teachers averaged as 78.3 percentage, 152 persons had educational degree of bachelor averaged as 82.6 percentage, 109 persons had work experience less than five years averaged as 59.2 percentage.

2. School administration according to Four Sanghahavattus of Phrapariyattidhamma schools in KhonKaen province

The research findings were: In general view, School Administration according to Four Sanghahavattus of Phrapariyattidhamma Schools in KhonKaen province had the opinion at the high level while considering in each section found from the most to less level as follows; The section of Piyavaja (Kindly speech), Atthajariya (Useful conduct), Dhana (generosity), Samanattata (Even and Equal Treatment) respectively.

3. Comparison on School administration according to four Sanghahavattus of Phrapariyattidhamma schools in KhonKaen province

The comparative result of School Administration according to Four Sanghahavattus of Phrapariyattidhamma Schools in KhonKaen province was classified into positions, educational degree, and work experience as being different on statistical significance at 0.01.

4 .The way of developing and promoting the School administration according to four Sangahavatthus of Phrapariyattidhamma schools in KhonKaen province

The ways for developing and promoting the School Administration according to four Sangahavatthus of Phrapariyattidhamma Schools in KhonKaen province should be done as follows;

In the section of Dhamma(generosity), the administrators have to learn about generosity, charity and promote other teachers and officers having a chance to academic training for being expert, transparent and direct to teachers and pupils friendly, and sacrifice themselves as hero, trusted including other generosity they can help.

In the section of Piyavaja (kindly speech), the administrators should have the persuasive speech to talk for comprehension in order to build the organization of knowledge to teachers and officers with co-operation on their duties directly, and focus on having honest and helpful speech.

In the section of Atthajariya (useful conduct) , the administrators must control their own life-living as being common interest, having friendship to each, having co-operation useful to school, having co-thinking and co-doing for creature of quality to students.

In the section of Samanattata (even and equal treatment), the administrators must always be responsible on their own duties without fault, kind to help other teachers, personnel and students in trouble. They must act as being teacher on the role of giving knowledge, and can happily be good co-workers with other teachers and students on developing schools without perseverance by holding duties as important with the governmental rule of Father governing children and Elder brother governing younger brother.

Discussion

1. School administration according to Four Sanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province

Dāna, in general view, was at a high level; thus it could indicate that school administrators and teachers had assisted in organizing school activities, curriculum planning, and also supporting the budget for staffs to organize the activities for getting developed, such as inviting external speakers in passing knowledge, going field trip, giving scholarships for students.

Piyavācā, in general view, was at a high level that could be seen that school administrators and teachers spoke beautifully and politely, assigned the works obviously, clarified general policies, for instance, spending valuably the budget in organizing school activities admiring school staffs for encouraging the unity and co-operation in group.

Atthacariyā, in general view, showed that school administrators supported and promoted the school with having learning media and instrument, building teaching and learning resources, developing internal quality assurance and improving educational standard system, managing the environment, organizing field trip to learn the external resources to be effective, and handing appropriate learning resources.

Samānattatā, in general view, revealed that school administrators behaved approachably and friendly to their followers to get them as good role models. They still accommodated enough teaching and learning equipment for teachers. Teachers also gave a precedence and participated the meeting always, applying modern innovation and technology in teaching and learning, and cooperated to the activities.

2. The comparison of school administration according to Four Sanghahavatthus of Phrapariyattidhamma Schools in KhonKaen Province

In position classification, it was found that school administrators and teachers who held in different positions had brought Four Sanghahavatthus in school administration differently; so it was as the research hypothesis that school administrators and teachers who common or high position had different capabilities of school administration in line with Four Sanghahavatthus. When considered each dimension, though, it was that school administration according to *Dāna*, *Piyavācā*, *Atthacariyā*, and *Samānattatā*, in practical term, was statistically different at a .01 level of significance.

In educational background classification, it was found that school administrators and teachers who had different educational background would apply Four Sanghahavatthus to school administration differently. In this respect, it was as the research hypothesis that school administrators and teachers used their own experiences to work and apply the educational background for developing. In considering each dimension, it indicated that school administration according to Four Sanghahavatthus: *Piyavācā* and *Atthacariyā*; was statically different at a .01 level of significance. *Samānattatā* was .05 but not different for *Dāna*.

In work experience classification, it was found that the differences of school administrators and teachers applied Four Sanghahavatthus in school administration differently. In each dimension consideration, it revealed that school administration according to Four Sanghahavatthus of Phrapariyattidhamma Schools was found to be statistically significant at a 0.1 level. In this regard, it was because work experience affected to the development of administrative management, that is to say, there was real practice which made up learning system as well so being capable to find and resolve the problems by oneself.

Recommendations

1. Recommendations for policy

1.1. Related offices should support and promote enough budgets to Phrapariyatthidhamma schools in order to administrate all sections.

1.2. Related offices should have suggestion on expenditure and plan on budget management carefully for more worthy and highest benefit.

1.3. Administrators should allow teachers take participation on work development.

1.4. Administrators should apply Four Sanghahavattus for administration on each section with more action and find the ways to improve the less level for high level influenced on efficiency and achievement of Phrapariyatthidhamma schools' administration in each section.

2. Recommendations for action

2.1. Administrators should give will-powers to teachers by considering their own potentials with justice by having no bias and no protecting teachers' opinions.

2.2. Administrators should promote teachers have participation on sustainable development of Phrapariyatthidhamma schools.

2.3. Administrators should bring the result of study as being the ways to plan and develop the administration of Phrapariyatthidhamma schools better.

3. Recommendations for next research

3.1. Researchers should study the other principles of Buddhadhamma for applying to develop Phrapariyatthidhamma schools' administration

3.1. Researchers should study and compare the school administration according to Four Sanghahavattus in schools of basic education in order to apply the result of research develop next efficiency and achievement.

3.3. Researchers should add more variables for having diversity of education.

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ACADEMIC ADMINISTRATION OF ADMINISTRATORS AND TEACHERS FOR
IMPROVING THE QUALITY OF STUDENT LEARNING IN PUBLIC LOWER
SECONDARY EDUCATION IN BATTAMBANG TOWN AND PROVINCE,
KINGDOM OF CAMBODIA

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ABSTRACT

The purposes of study were: 1) to study the academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education based on curriculum support, planning, instruction and assessment, 2) to compare the opinions about academic administration of administrators and teachers for improving the quality of student learning based on curriculum support, planning, instruction and assessment classified by position, education and work experience, and 3) to study the methods of academic administration for improving the quality of student learning based on curriculum support, planning, instruction and assessment. This study was conducted the mixed methods research, qualitative and quantitative method research. The samples were 127 persons; they were administrators and teachers. The research instruments were questionnaire and interview; statistics used were Frequency, Percentage,

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Mean, Standard Deviation, t-test, F-test, One-Way Analysis of Variance (ANOVA) accordance with Scheffe's method.

The results of study were found that:

1) The study on academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education based on curriculum support, planning, instruction and assessment were found that the highest one was assessment and then the lowest one was curriculum support. 2) The comparisons of academic administration of administrators and teachers for improving the quality of student learning based on curriculum support, planning, instruction and assessment classified by positions were found that different opinions between instruction had the mean difference was significant at the 0.05 level, and then work experiences were found that different opinions between curriculum support had the mean difference was significant at the 0.05 level, but education and assessment were not different. 3) The methods of academic administration for improving the quality of student learning based on curriculum support, planning, instruction and assessment were: 1) need to improve training curriculum and enhancing program management, know about curriculum resources and technologies which make humble and easy for students to learn, 2) make a plan based on school curriculum, time to start and finish the school plan clearly and often has a meeting to monitor it, 3) define the good instruction which can lead to be effective student learning and guide students to create learning activity in classroom and self-study, 4) use student-centered than teacher-centered methods during teaching and learning, 5) properly monitor the curriculum implementation and regular

retraining programs for practicing teachers to improve their instruction, and 6) assess student learning dramatically which can improve teaching effectiveness and provide learning activity, evaluate school plan and the student learning results as well as find the strength and weakness of school plan and student outcome for improving more.

Keywords; Academic administration, curriculum support, planning, instruction, assessment and quality of student learning.

Introduction

The wealth of nations depends on their capacities to develop their human resources and not so much on their physical resources. According to the Education Law in Cambodia based on Article 21: Quality and efficiency of education such as; the state shall promote the quality of education to satisfy the basic education and professional needs for the careers of the learners to better improve their capacity and to enable the learners to efficiently participate in the development of the country¹ UNESCO really believes that education is a human right for all throughout life, that access must be matched by quality, and it is a key contributor to the reduction of inequality and poverty as it bequeaths the conditions and generates the opportunities for better and more sustainable societies²

¹ Preah Bat Norodom Sihamony King of the Kingdom of Cambodia, **Education Law in Cambodia**, Phnom Penh capital city: National Education Institute, 2007, p. 25

² UNESSCO, **Education Strategy 2014-2021**, Bangkok: UNESSCO's office, Thailand, 2014, pp.24-25.

Cambodia is faced many challenges in education goals and still lacks behind the standard of education quality and needs to further develop for providing quality education to all learners based on academic administration. These challenges have been solving and updating by Education Strategic Plan and Policy of Ministry of Education, Youth and Sport (MoEYS) on academic curriculum, instruction and assessment in all sectors of education as well as the Education Strategic Plan 2014–2018 recognizes these challenges and the ways to address them. The quality of education will be strengthened by a focus on improving academic administration to get effective student outcomes³

From the above mentioned statements, the researcher is interested in “ **Academic Administration of Administrators and Teachers for Improving the Quality of Student Learning in Public Lower Secondary Education in Battambang Town and Province, Kingdom of Cambodia**” to study these problems for taking the results of this research.

Research Objectives

- 1) To study the academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education in Battambang town and province, Kingdom of Cambodia based on curriculum support, planning, instruction and assessment.
- 2) To compare the academic administration of administrators and teachers for improving the quality of student learning in public lower

³ Royal Government of Cambodia, **The National Education for All 2015 Review Report**, Phnom Penh capital city: National Education Institute, Cambodia, 2015., p. 38.

secondary education based on curriculum support, planning, instruction and assessment classified by position, education and work experience.

2.3) To study the methods of academic administration for improving the quality of student learning in public lower secondary education based on curriculum support, planning, instruction and assessment.

Research Methodology

This study was conducted with the mixed methods research, qualitative and quantitative method research. There were 127 persons of samples selected for this study; they were administrators and teachers have been working in lower secondary school. The techniques used were stratified random sampling with simple random sampling. The instruments were questionnaire and interview. The results of study were analyzed by computer program and statistics used were Frequency, Percentage, Mean, Standard Deviation, t-test, F-test, and Scheffe's method. The 15 persons of target groups were interviewed and used as qualitative research and content analysis in order to get the purposive sampling in this study.

Research Results

1) The study on academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education based on curriculum support, planning, instruction and assessment were found that the results of data analysis were very good as a whole level ($\bar{x} = 4.14$, S.D = 0.41) and sorted by the mean from highest to lowest were showed that assessment ($\bar{x} = 4.39$, S.D = 0.4), planning ($\bar{x} = 4.36$,

S.D = 0.38), instruction (\bar{x} = 4.31, S.D = 0.38) and curriculum support (\bar{x} = 3.49, S.D = 0.42).

2) The comparisons of academic administration of administrators and teachers for improving the quality of student learning based on curriculum support, planning, instruction and assessment classified by positions were found that different opinions between instruction had the mean difference was significant at the 0.05 level, and then work experiences were found that different opinions between curriculum support had the mean difference was significant at the 0.05 level, but education and assessment were not different.

3) The methods of academic administration for improving the quality of student learning based on curriculum support, planning, instruction and assessment were: 1) need to improve training curriculum and enhancing program management, know about curriculum resources and technologies which make humble and easy for students to learn, 2) make a plan based on school curriculum, time to start and finish the school plan clearly and often has a meeting to monitor it, 3) define the good instruction which can lead to be effective student learning and guide students to create learning activity in classroom and self-study, 4) use student-centered than teacher-centered methods during teaching and learning, 5) properly monitor the curriculum implementation and regular retraining programs for practicing teachers to improve their instruction, and 6) assess student learning dramatically which can improve teaching effectiveness and provide learning activity, evaluate school plan and the student learning results as well as find the strength and weakness of school plan and student outcome for improving more.

Discussion

Judging from the results of study on academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education in Battambang town and province, Kingdom of Cambodia based on curriculum support, planning, instruction and assessment were as follows:

1) Academic administration of administrators and teachers for improving the quality of student learning in public lower secondary education in Battambang town and province, Kingdom of Cambodia based on curriculum support, planning, instruction and assessment.

According to the results of study, they showed as a whole factor in high level because administrators and teachers had been using these four factors to integrate and strengthen the quality of student learning in each school. This study was similarly to Thearith Chan⁴ who had done a research on “Integrating the Academic Administration to Enhance the Quality of Students based on Curriculum Support, Planning, Instruction and Assessment” a case study of rural public lower secondary school in Banteay Meanchay province, kingdom of Cambodia. The results found that each school applied these four factors to develop and improve student learning in high level. In

⁴ Thearith Chan, Integrating the Academic Administration to Enhance the Quality of Students based on Curriculum Support, Planning, Instruction and Assessment” a case study of rural public lower secondary school in Banteay Meanchay province, kingdom of Cambodia. Graduate school at CU, Thailand, 2010, (Abstract)

addition to Nuth Chhay⁵ who studied, “Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs” a case study of public secondary school in Phnom Penh capital city, kingdom of Cambodia; the results shown that students got the growth of learning outcome effectively and their learning needs.

2) Comparisons of administrators and teachers for improving the quality of student learning in public lower secondary education based on curriculum support, planning, instruction and assessment classified by position, education and work experience.

According to the results of study, they showed as a whole factor in high level based on curriculum support, planning, instruction and assessment classified by position, education and work experience were found that administrators and teachers classified by positions were the different opinions on instruction, and then work experience had different opinions on curriculum at the 0.05 level. This study was accordance with Thearith Chan who had done a research on “Integrating the Academic Administration to Enhance the Quality of Students based on Curriculum Support, Planning, Instruction and Assessment.” The results were showed that administrators and teachers classified by positions were the different opinions on instruction, and then work experiences were the different opinions on curriculum support at the 0.05 level, but it was different between Nuth Chhay who studied “Effectiveness of Academic Administration based on Curriculum Support, Planning, Instruction and Assessment Impact on Student Learning Needs.” The results were found that administrators and teachers classified by positions were the

⁵ Nuth Chhay, Effectiveness of Academic Administration based on Curriculum Support, Planning, **Instruction and Assessment Impact on Student Learning Needs in public secondary school in Phnom Penh capital city, kingdom of Cambodia**, Graduate school at ANU, Australia, 2013, (Abstract)

different opinions on curriculum support at the 0.01 level which impacted on student learning need to improve.

Recommendation

Based on the results of study, the following recommendations were created.

1. Recommendations for users

1) Should use academic administration based on curriculum support, planning, instruction and assessment effectively in order to improve the quality of student learning

2) Should adopt various school plans for developing the academic careers of teachers which are consistent with each grade and school curriculum.

3) Should strengthen the instruction regularly accordance with school time table for teaching and learning for improving the quality of student learning and learning outcomes.

4) Should use the assessment for learning, assessment as learning and assessment of learning in school in order to improve the effective learning outcomes and to engage teaching and learning activities.

2. Recommendations for further research

To further study, researchers should study more the same or other researches based on curriculum support, planning, instruction and assessment as follows:

1) Study the effectiveness of academic administration based on curriculum support, planning, instruction and assessment for improving student learning in primary school, lower secondary school or high school.

2) Study the comparisons of academic administration based on curriculum support, planning, instruction and assessment for improving student learning in primary school, lower secondary school or high school.

3) Study the methods of academic administration based on curriculum support, planning, instruction and assessment for improving student learning in primary school, lower secondary school or high school.

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**SCHOOL ADMINISTRATION ACCORDING TO FOUR IDDHIPADA IN
BASIC EDUCATION IN MUEANG DISTRICT UNDER CHAIYUPHUM
PRIMARY EDUCATION SERVICE AREA OFFIC 1**

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ABSTRACT

The purposes of this research were 1) to study and compare school administration according to Four Iddhipāda in Basic Education classified by position, educational background, and work experience, and 2) to study the ways to promote and develop school administration. The Selected subjects in this study 319 respondents, including school administrators, and teachers. The target group was selected by Krejcie & Morgan gained by Stratified Random Sampling and Simple Random Sampling. The research too were the questionnaire with Rating Scale with the reliability of 0.98, and interview. The statistics used were Frequency, Percentage, Average, Standard Deviation, T-test Independent Sample, F-test One-Way ANOVA, and Scheffe's Method. The data was by Descriptive Analysis.

The research results were as follows:

1. School administration according to Four Iddhipāda, in general and each dimension, was all in high level. The highest practical dimension was

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school administration according to *Vīmaṃsā*. Next, there were school administration according to Chanta and Citta, respectively. And the lowest one was according to Viriya.

2. To compare school administration according to Four Iddhipāda in basic education, classified by position and work experience was, in general, different statistically at a level of significance .05. To classify according to educational administration was different statistically at a .01 of significance

3. The ways to develop school administration according to Four Iddhipāda in basic education in Mueang District under Chaiyaphum Primary Education Service Area Office¹ were 1) it should have the meeting and clarify the principle and way of supervision in order to convince educational staffs to be responsible for their own duties, 2) staffs should be hard-working in designing the teaching and learning for learners, 3) staffs should be responsible for what they had been assigned to do, and 4) school administrators should keep an eye on the evaluation of teaching and learning management for learners suitably.

Keywords; School Administration, Four Iddhipāda, Basic Education

Introduction

Educational management according to Constitution of the Kingdom of Thailand, B.E. 2550, Article 49, stated that everybody was equal in education at least twelve years; that is to say, the government would provide thoroughly and efficiently, especially for handicapped or impoverished people to be like others. To manage the education or training in the vocational or private organization, optional education of population, and self and lifelong learning should also be protected and promoted

suitably from the government by keeping on educational liberty and rights always and efficiently.¹

School administration according to Four Iddhipāda was to initiate Dhamma to apply for the administration in order to accomplish any tasks focused on school and staff development in education service area to be efficient, knowledgeable, skillful, experienced from surrounded environment; particularly, learners had to be attentive by teachers. Thus, school administrators and teachers should be excellent enough to the objective requirements in order to accomplish as the goals. It was that school administrators and teachers should keep Four Iddhipāda to succeed the dajectims of work or school administration. Four Iddhipādawere the basic foundation in morality of the success as organizational goals. Nevertheless, to be successful in school administration was that school administrators should behave completely in four types : 1) Chanda , 2) Viriya , 3) Citta , and 4) Vīmaṃsā .²

Research Objectives

1. To study school administration according to Four Iddhipādain basic education in Mueang District under Chaiphum Primary Education Service Area Office¹

2. To compare thinking level towards school administration according to Four Iddhipādain basic education in Mueang District under Chaiphum

¹ Royal Thai Government Gazette, **Constitution B.E. 2550**, Vol. 24, Article 47 A, 24 August 2007, p. 5.

² BuddhadasaBhikkhu, **Four Iddhipāda**, Online Resource:<http://www.buddhadasa.com/rightstudydham/itibath4.html>, retrieved from [20 September 2016].

Primary Education Service Area Office¹, classified by position, educational background, and work experience

3. To study the ways to promote and develop school administration according to Four Iddhipāda in basic education in Mueang District under Chaiyuphum Primary Education Service Area Office

Research Methodology

This study was a mixed-method research:³ including a qualitative and quantitative research. It was integrated by Statistics Analysis that used for concluding the results of three research objectives. The statistics used were Frequency, Percentage, Standard Deviation, T-test, to F-test, and analyze the data was by Descriptive Analysis.

Research Results

The research entitled School Administration according to Four Iddhipāda in basic Education in Mueang District under Chaiyuphum Primary Education Service Area Office 1 could be concluded as follows:

1. School administration according to Four Iddhipāda, in general and each dimension, was in high level. The highest practical dimension was school administration according to *Vīmaṁsā*. Next, there were school administration according to Chanta and Citta, respectively. And the lowest one was according to Viriya.

2. To compare school administration according to Four Iddhipāda in Basic Education, classified by position and work experience was, in general, different statistically at a .05.level of significance. In comparing to each dimension, it was found that school administrations according to Chanda, Viriya, and *Vīmaṁsā* were found to be different statically a .05.level of significance. In the contrary, school administration according to Citta was not different.

³ PhongphanTraimongkonkun, **A Mixed-method Research: Research Moderation and Design**, Bangkok: Kasetsart University, 2012, pp. 32-324.

3. The ways to develop school administration according to Four Iddhipāda in basic education in Mueang District under Chaiyuphum Primary Education Service Area Office¹ were in the following:

3.1 The school administrations according to Chanda were 1) it should have the meeting and clarify the principle and way of supervision in order to convince educational staffs to be responsible for their own duties, 2) administrators should provide the accommodations to school staffs in order to satisfy them and give such a power to work, and 3) staffs should be sincere and love for the duties, especially for curriculum management and learning planning,

3.2 The school administrations according to Viriya were 1) staffs should be hard-working in designing the teaching and learning for learners, 2) staffs should dedicate working time to school more than the own one, and 3) staffs should intentionally be cooperative with the community,

3.3 The school administrations according to Citta were 1) staffs should be responsible for what they had been assigned to do, 2) staffs should pay attention to the coordination and support with school committees, and 3) staffs should always be attentive in following to have the curriculum in school,

3.4 The school administration according to Vīmaṃsā were 1) school administrators should keep an eye on the evaluation of teaching and learning management for learners suitably, 2) staffs should verify and pay attention to the evaluation of using the curriculum in teaching and learning management to be better, and 3) school administrators should be reasonable in making a decision of working with school staffs.

Discussion

As the result analysis of school administration according to Four Iddhipāda in basic education in Mueang District under Chaiyuphum Primary Education Service Area

Office 1, the researcher met some interesting issues that could be discussed in the following:

1. School administration according to Four Iddhipāda in basic education, in general and each dimension, was found that in school administration according to *Vīmaṃsā*, staffs should verify and pay attention to the evaluation of using the curriculum in teaching and learning management and consider the problems in allocating the budget for the projects. Also, school administrators should have the reason in determining the problems of working towards school staffs. Teachers should focus on student-center reasonably, be innovative to have new things for learners and school, and know the way to protect and solve the obstacles in working process. As mentioned, it was conformed to the declaration of PhraDharmakosajarn (Prayoon Dhammacitto) that Iddhipāda referred to the platform of the success that meant to moral things to the desired accomplishment. The hoper in accomplishing had to make oneself completely with Four Iddhipāda comprised of Chanda, Viriya, Citta, and *Vīmaṃsā*. He stated that the school administration must have *Vīmaṃsā*; the attention in cause and effect of the accomplishment towards anything in deep that called Panya (Intellect).⁴

2. To compare school administration according to Four Iddhipāda in Basic Education classified by position and work experience, in general with the school administration level of significant according to Chanda, Viriya, and *Vīmaṃsā*, was different statistically at a .05. As the results, it was consistent to the thoughts of ThodsaphornSirisamphan⁵; he stated that the administration focused on the achievement was emphasized on planning, specifying the goals and strategy of the cooperative operation in which administrators in each level of the organization should

⁴ PhraDharmakosajarn (Prayoon Dhammacitto), **How to be excellent**, Bangkok: Mahachulalongkornrajavidyalaya University, 2012, p. 39.

⁵ Thodsaphorn Sirisamphan, **The Meaning and Thought of the Administrative Achievement**, Bangkok: B. We Print 99.PLC, 2009, pp. 2-3.

accept and consider the work by prioritizing to work examination system and rewarding.

Recommendations

1. In terms of the policy

1.1 School and administrators should have Four Iddhipāda to be applied and integrated in basic education policy in order to get the benefit for the schools.

1.2 It should be emphasized on the development of school administration according to Viriya and should promote to help student in making money during the study.

1.3 The results of this study should be brought into the plan of school administration more effective.

1.4 School and administrators should prioritize and bring Four Iddhipāda or any other involved Dhammamoralities into school administration to be beneficial for organization and social.

2. In terms of the practice

2.1 Those who are interested should bring the research results to be the information in planning the promotion and development of basic education administration by organising a training or seminar about teaching and learning techniques for staffs not to be discouraged to any problems and obstacles. Also, they should develop the enthusiasm and punctuality.

2.2 Those who are interested should bring the ways of problem resolving in education to be improved, especially for the dimension that was in a low level. Also, school administrators and teachers should support the way to make money during the study for students, and do fund raising in order to make school more qualified and efficient.

3. In terms of next research

3.1 Those who are interested should study the administration according to Four Iddhipāda of other schools from other education service areas to compare the difference or conformation in administrative level.

3.2 Those who are interested should apply other moralities in administration.

3.3 Those who are interested should study the effective factors of the administration according to Four Iddhipāda to be the ways in efficient development.

3.4 Those who are interested should add more research tools widely, such as Group Discussion in order to analyze the data into the reality.

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