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Secondary School Administration According to World – Class Standard Based on the Teachers' Opinion in Three Southern Border Provinces

Patthamaporn Limkanchana

Master of Education Program, Department of Educational Administration,
Thaksin University, Thailand

Rungchat chadaporn Vehachart

Assistant Professor, Department of Educational Administration,
Thaksin University, Thailand

Sinchai Suwanmanee

Instructor, Department of Educational Administration, Thaksin University, Thailand

Abstract:

This objectives of the research were 1) To study the teachers' opinions on the secondary school administration in three southern border provinces according to world – class standard schools 2) To compare the teachers' opinions on the secondary school administration in three southern border provinces according to world – class standard schools by gender, age, religion, education, school size, work experience and school location and 3) To study guidelines for the secondary school administration in three southern border provinces according to world – class standard schools. The sample derived by stratified random sampling by province and simple random sampling consisted of 269 teachers. The research instruments were a questionnaire and an interview form constructed by the researcher. The statistics used for data analysis were percentage, mean, standard deviation, t-test and f-test.

Results indicated that teachers' opinion toward the secondary school administration in three southern border provinces according to world – class standard schools, both overall and individual aspects, were at a high level. Results of comparative analysis of teachers' opinion toward the secondary school administration in three southern border provinces according to world – class standard schools by gender, age, religion, education, school size, work experience and school location, the opinions of teachers with different gender, religion, education and work experience on the secondary school administration in three southern border provinces according to world – class standard Schools were not different. Except the opinions of teacher with different age, teaching in different school size and school location on the secondary school administration in three southern border provinces according to world – class standard schools was statistically significantly different at .001. The management approaches were, the school gets the world – class standard school concept of the Office of the Education Basic Commission 7 aspects to integrate in school. And the defectives, the manager was improve and modified to get more effective.

Keywords: School administration, world - class standard schools

1. Introduction

In a globalized world, situations change quickly and various countries including Thailand face with many changing contexts and limitations that serve as both constraint and opportunity for development. An important tool in the development of the country is educational management and reform. The National Education Council is the lead agency in the establishment of the country's educational development plan that focuses on the development of people in all aspects as a critical foundation to create a learning-based society in Thailand (Office of the National Education Council, 2010: 23-25). This corresponds to the National Economic and Social Development Plan No. 12 that gives priority to the development of people and the enhancement of equal and thorough education and learning by reforming the educational management system to create accountability, increasing the quality and efficiency of educational management, and providing a direct budget to students in order to make society sustainable, wealthy, and happy (Office of the National Economic and Social Development Board, 2015: 18 - 19). In addition, the Ministry of Education has set up an educational reform in the second decade with a vision that the Thai people have effective long-life learning along with a systematic education and learning reform. According to such reform plan, the Ministry of Education has also established a policy to enhance the top schools in accordance with world – class standard where students are developed and improved as potential world citizens (Office of the Basic Education Commission, 2010: d) with the following objectives: (1) to develop students as potential world citizens, (2) to raise the educational management comparable to world - class standard, and (3) to enhance the educational management with quality system (Upper Secondary Education Bureau, 2012: 8). At present, the educational management

in the three southern border provinces is diverse in terms of languages, religions, cultures, and other problems that are different from other areas, which has a great impact on the development of education, along with the ineffectiveness of management at both the educational service area and school levels. If the educational management cannot understand the context of different areas and lacks the attention of administrators at all levels, the development or management will certainly not be successful that is reflected in the students' quality assessment results in various aspects. As the parents of these students are likely to send their children to schools where both religious and common classes are provided from kindergarten level, the number of students in many public schools have decreased (Sermsak Wisalaporn, 2009: d – e). Therefore, the school administration in accordance with world - class standard is another important mechanism for the development of schools according to world - class standard.

The researcher was thus interested in investigating the project of world - class standard schools under the Secondary Educational Service Area Office 15 to learn about the quality system management guidelines and level in these schools so that school administrators can use such guidelines in the quality development of their schools and other educational activities as well as in the educational development of other schools to achieve the quality according to world - class standard that will finally benefit the country.

2. Methodology

2.1. Population and Sample

The population used in this study included 873 secondary school teachers in the three southern border provinces in the academic year 2016.

The samples used in this study included 269 secondary school teachers in the three southern border provinces. The sample size was determined based on the table of Krejcie and Morgan (Krejcie and Morgan, 1970: 608 - 609), followed by stratified random sampling based on location province of these schools and by simple random sampling.

The samples interviewed in this study included secondary school administrators in the three southern border provinces in the academic year 2016 chosen by purposive sampling.

2.2. Research Tool

Research tool used in this study was a questionnaire that consists of two parts as follows:

- Part 1: General data about the status of the respondents consisting of seven items of checklist: gender, age, religion, educational level, school size, working experience, and school location; and
- Part 2: Questionnaire of teachers' opinions on secondary school administration according to world – class standard schools in the three southern border provinces consisting of seven questions: (1) leadership, (2) strategic planning, (3) students and stakeholders focus, (4) measurement, analysis, and knowledge management, (5) faculty and staff focus, (6) process management, and (7) results.

3. Data Collection

In data collection, the researcher performed as follows:

3.1. Data Collection from Questionnaires

- A letter was requested from Graduate School of Thaksin University for help in collecting data from the samples;
- A questionnaire was sent by mail to the world - class standard schools in the three southern border provinces along with the letter from Graduate School of Thaksin University; and
- The researcher collected the data from questionnaires: 269 questionnaires were sent out and 250 of which were returned, representing 92.93 %.

3.2. Data Collection from Interviews

- A letter was requested from Graduate School of Thaksin University for help in replying an interview form;
- An interview form was sent to the world - class standard school administrators in the three southern border provinces along with the letter from Graduate School of Thaksin University;
- An appointment was made with world - class standard school administrators in the three southern border provinces; and
- Interview results were summarized.

4. Data Analysis and Statistics Used in Data Analysis

4.1. Data Were Analyzed Using the Software as Follows:

Part 1: General data about the status of the respondents consisting of gender, age, religion, educational level, school size, working experience, and school location, i.e. checklist questionnaire, were analyzed by using software to determine frequency and percentage.

Part 2: Data about teachers' opinions on secondary school administration according to world – class standard schools in the three southern border provinces were analyzed by using software to determine mean (X) and standard deviation (S.D.) and comparing the calculated mean with the average score according to the class interval criteria based on the concept of Best (Boonchom Srisa-ard, 2009: 103; Referred from Best, 1977: 174).

Part 3: Interview results of world - class standard school administrators in the three southern border provinces were analyzed through content analysis.

5. Conclusions and Discussion

5.1. Conclusions

The results of this research can be concluded as follows:

The Teachers' opinions on secondary school administration according to world – class standard schools in the three southern border provinces both in the overall and individual aspects were at a high level. Considering each aspect, the leadership had the highest mean and opinion level, followed by measurement, analysis, and knowledge management, process management, faculty and staff focus, students and stakeholders focus, results, and strategic planning, respectively.

According to the comparative analysis of secondary school administration according to world – class standard schools in the three southern border provinces by gender, age, religion, educational level, school size, working experience, and school location, the opinions of teachers with different genders, religions, educational levels, and working experiences were not different, while those of teachers with different ages, school sizes, and school locations were different with a statistical significance at .001.

5.2. Discussion

The results of this research can be discussed as follows:

The results indicated that the teachers' opinions on secondary school administration according to world – class standard schools in the three southern border provinces both in the overall and individual aspects were at a high level, and considering each aspect, the leadership had the highest mean. This is consistent with Panisara Singhapong (2012: 105) who investigated the administration based on Thailand Quality Award (TQA) affecting toward world – class standard schools under the Secondary Educational Service Area Office 4 in Pathum Thani and found that the administration based on TQA's guidelines as a whole in terms of actions and leadership was at a high level. In addition, this is also consistent with Bandit Padyen (2015: 263 - 306) who examined the development of management strategies of world - class standard elementary schools toward Thailand Quality Award (TQA) and discovered that the situation of the administration of these schools under TQA's criteria as a whole was at a high level, and considering each aspect, all aspects were at a high level, while the aspect with the highest mean was leadership and the aspect with the lowest mean was strategic planning, which means that these schools had no good planning or preparation and allocation of adequate resources for their operations because good strategic planning must be well implemented to make the schools more efficient and effective. In addition, this is also in line with Surasak Kaewsiya (2013: 112 - 125) who studied the strategic planning of basic educational schools under the Mahasarakham Primary Educational Service Area Office 2 and found that the strategic planning condition in these schools as a whole was at a high level, and considering each aspect, the aspect with highest action was strategic plan implementation and evaluation, followed by establishment of the strategic planning committee, while the aspect with lowest action was direction of educational management.

The results of comparative analysis of secondary school administration according to world – class standard schools in the three southern border provinces by gender, age, religion, educational level, school size, working experience, and school location can be discussed as follows:

According to the comparison of administration of secondary schools in the three southern border provinces by gender, the opinions of teachers with different genders were not different. This is consistent with Phra Sakon Tanathammo (In Klai) (2013: 82 – 93) who investigated the school administration according to the good governance principles by school administrators in Nakhon Sawan and found that the opinions of school administrators and teachers with different genders on the school administration according to the good governance principles were not different because the administration of all schools had no separation between men and women. In addition, this is also in line with Wilid Sakulrat (2012: 76 – 89) who examined the adherence to professional ethics among teachers in world - class standard schools under the Chanthaburi Secondary Educational Service Area Office 17 and suggested that the perception and adherence to professional ethics among teachers with different genders both in the overall and individual aspects were not different;

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by religion, the opinions of teachers with different religions were not different. This is because in general every human always respects one religion and each religion has different principles and practices, but their purposes are not different. Religion serves as social regulator, such as by controlling the behavior of people in areas that are not covered by laws, and it is the respect of each individual and cannot be divided in terms of administration. In addition, this is in line with Kriangsak Chamanan (1978: Message) mentioning that "I do not want the terms Thai Muslims, Thai Buddhists or Thai Christians because these terms represent the division of the people that may lead to the cleavage in the end, but I only want the term "Thai people", no matter what religion they respect.";

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by age, the opinions of teachers with different ages were different in all aspects, except for measurement, analysis, and knowledge management in which the age of teachers in the schools resulted in a lack of measurement, analysis, and knowledge management in these schools. This is consistent with Tawee Wajasad (2012: 167 - 169) who studied the development of educational quality through participation from all sectors in small schools and found that the development system of educational quality through participation from all sectors in small

schools consists of (1) leadership, (2) strategic planning, (3) students and stakeholders focus, (4) measurement, analysis, and knowledge management, (5) faculty and staffs focus, (6) process management, and (7) results, and all of which have their own administration contexts that are connected and integrated to each other based on the environment and relationship with all community organizations as well as can help manage small schools to be more efficient and effective;

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by educational level, the opinions of teachers with different educational levels were not different. This is in line with Wittha Yod-on (2012: 81 – 89) who investigated the curriculum administration of world - class standard secondary schools in Nakhon Sawan and found that the attitudes of school administrators and teachers with different educational levels on curriculum administration of world - class standard secondary schools in Nakhon Sawan were different with no statistical significance;

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by school size, the opinions of teachers with different school sizes were different in all aspects. This is consistent with Supranee Utthayanwattana (2014: 155 – 178) who examined the teachers' participation in quality system management in world - class standard schools in Kanchanaburi under Secondary Educational Service Area Office 8 and suggested that the teacher participation in terms of leadership was different with a statistical significance at .01 and of strategy planning was different with a statistical significance at .05;

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by working experience, the opinions of teachers with different working experiences were not different. This is in line with Metee Thongkam (2015: 137 -140) who investigated quality management system in world – class standard schools under the jurisdiction of Secondary Educational Service Area Office 9 and discovered that working experience of each person might rather be based on their learning and thinking. In addition, this is also consistent with Surachai Kanchai (2013: 121 – 125) who studied the relationship between principal's instructional leadership of school administrators and the academic administration in world - class standard schools under the Secondary Educational Service Area Office 19 and found that the opinions of teachers with different working experiences on academic administration condition as a whole were not different; and

According to the comparison of secondary school administration according to world – class standard schools in the three southern border provinces by school location, the opinions of teachers with different school locations were different in terms of leadership. This is in line with Supaporn Thani (2010: 38 – 40) who investigated the excellence leadership strategies of the Nasuang Sub-district Municipality, Det Udom District, Ubon Ratchathani, and found that the excellence leadership of the Nasuang Sub-district Municipality was awarded with department-level awards, such as Outstanding Management Award for the Promotion of Quality of Life in 2009, and district-level awards, such as Good Model of Civil Protection Volunteers Center Award in 2008. As for the excellence leadership strategies in terms of leadership, the administrators of the Nasuang Sub-district Municipality acted with others with politeness and honor along with suitable leadership and sincere towards their subordinates.

The research results on guidelines for the development of administration of secondary school in the three southern border provinces in the academic year 2016 indicated that:

The research results on guidelines for the development of secondary school administration in the three southern border provinces in the academic year 2016 indicated that:

In terms of leadership, the school administrators established visions, missions, and values of their schools in order to achieve the specified goals through thinking, analysis, and exchange of all personnel. Communications were used to convey knowledge or information to their personnel, parents, students, and stakeholders through various channels as a framework for developing their schools to world - class standard. In addition, a number of activities or actions were also promoted, supported, and annually summarized to review the annual performance based on KPIs and to improve and integrate in the planning of next year. The Office of the Basic Education Commission (2010: 10) described the characteristics of the leaders that the world - class standard school administrators should have good vision and ability to lead their schools into world - class standard along with having academic leadership and ability to use technology to communicate and manage based on quality system. This is in line with Panrapee Khuthanawanichpong (2016: 124 – 133) who studied the quality system management of world - class standard schools, a case study of Phrapathom Wittayalai School, and found that the leadership was at a high level because school administrators must have the knowledge, ability, morality, leadership, visions, creativity, and commitment in the educational management;

In terms of strategic planning, the school administrators established a strategic plan to comply with their school's visions, missions, and values through participation, thinking, and analysis of all personnel or involved people. In addition, SWOT analysis was conducted to ensure the actions meet the specified plan. These schools also established their purposes and indicators in order to guide and drive their actions. This is consistent with Pratip Sripetcharoen (2015: 189 – 192) who investigated the quality system-based management to become an world - class standard school of secondary schools in Ang Thong and suggested that the strategic planning in the overall and individual aspects was at a high level and these schools established strategic and action plans covering the issues that led them to become an world - class standard school. This is consistent with Sasiporn Rinta (2001: 107 – 110) who examined the administration of schools in the project of world - class standard schools, a case study of Muangkhong School under the Secondary Educational Service Area Office 31, and found that in terms of focus on students and stakeholders, the educational management mainly focused on students and all sectors were involved in educational improvement and innovation;

In terms of students and stakeholders focus, the school administrators listened to the opinions or suggestions of all parties through communications in order to know the occurred problems or deficiencies as well as to improve the

educational management of their schools and to meet the needs and satisfaction. In addition, a database of students, parents, and school itself was also made for planning their actions in the future, including the school satisfaction and commitment survey and efforts to develop curriculums / instructional management and learning activities to develop quality students. This is consistent with Panisara Singhapong (2012: 105) who investigated the administration based on Thailand Quality Award (TOA) affecting toward world – class standard schools under the Secondary Educational Service Area Office 4 in Pathum Thani and found that students and stakeholders focus had the highest mean possibly because the students were the heart and goal of educational management, which showed that the administration of these schools mainly took into account the students and stakeholders and their curriculums, teaching management, and educational services met the needs of the students and parents;

In terms of measurement, analysis, and knowledge management, the school administrators prepared information, performance indicators, analysis data, and defect assessments to use as a tool to edit, track and report their performances. This is consistent with Suparat Rerkaroonthong and Kulpat Kulachatydilok (2014: 54- 59) who investigated the knowledge management process models of higher education institutions and found that their knowledge management and exchange procedures were in the same direction;

In terms of faculty and staffs focus, the school administrator paid their attention in personnel development in terms of skills and work experiences by organizing seminars in various fields that their personnel had no knowledge. In addition, there were also praises to motivate their work through rewards as appropriate. This is in line with Sombat Pong-ampai (2013: 140 – 144) who examined the relationship between the school administrator competency and the quality management of world - class standard schools under the Secondary Educational Service Area Office 1 and discovered that the school administrator competency of schools under the Secondary Educational Service Area Office 1 as a whole was at a high level in all aspects, and considering each aspect, good management had the highest mean, followed by personnel development, self-development and visions, analysis and synthesis, communication and motivation, teamwork, and achievement, respectively;

In terms of process management, the school administrator designed their work processes based on feedbacks or suggestions from students, parents, communities, and stakeholders as well as on the concept of PDCA quality cycle. In addition, their work processes were also improved to prepare for future changes. This is consistent with Sujitra Napakanaporn (2011: 202) who studied the process of managing leadership and entrepreneurial skills that affect the success of the Thai tourism business and found that process management was a determinant factor of success in the business. This is in line with Timkaew Thummaraksakoon (2008: 204 – 223) who investigated the development of knowledge management models for the school in office of basic education : a case study of Baan Samai School in Lampang, and suggested that teachers had knowledge development, and make system of knowledge and use by CDs, VCDs, books and documents. Every teacher intent in 2 ways to make activities for process management and they make a duty at least 1 activity.

In terms of results, the school administrators held the meetings to summarize and evaluate their performances to improve their future performances as well as to listen to the problems or comments from personnel to improve and ensure their effective management. This is in line with Jamroen Rattanaburi (2014: 63 – 73) who studied the quality system management according to PMQA criteria in world - class standard schools under the Secondary Educational Service Area Office 12 and found that in term of learning results, the students had the knowledge and skills needed by the curriculums along with desirable qualities according to the curriculums as well as the students' external quality assessment results in all standards were at good and very good levels, in terms of financial and budgetary results, there was a systematic budgeting plan according to the principles of good governance and the rules of the government, and in terms of personnel results, a positive corporate culture was created.

6. Suggestions

6.1. Practical Implication

The school administrators should find ways to build knowledge and understanding of the quality system management for their personnel so that they provide their cooperation for various developments and actions in the secondary schools according to world - class standard in the three southern border provinces.

6.2. Suggestions For Further Research

- Future research should focus on quality system management that affects the quality of secondary school's teacher according to world - class standard schools in the three southern border provinces in order to find ways to improve the quality system management of the schools; and
- Future research should investigate the factors that affect the success of world - class standard schools in the three southern border provinces in terms of their resource management.

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