



DEVELOPMENT OF AN ASSESSMENT MODEL ON PARALLEL EDUCATIONAL MANAGEMENT IN THE ACADEMY SCHOOLS UNDER OFFICE OF THE BASIC EDUCATION COMMISSION

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Abstract:

This research was intended to develop a model for assessing the parallel educational management under the *Office of the Basic Education Commission* (OBEC). To administer of the research procedure in four phases that were conducted by the research process and followed as R&D research technique. The first phase has analyzed the concepts of education and evaluation of education parallel, under the OBEC and interviews of nine personnels with those involved of parallel education management. The second phase has created a parallel evaluation of education for assessing the academy schools under the OBEC. The third phase has trial evaluation model into three schools of education had a parallel educational management whereas were facing a different size small, medium and large. The fourth phase has developed the assessment model by the tools that based on the *Evaluation of Standards Development Committee* to evaluate educational standards with a sample size of 9 personnels who were the evaluators of the experiment involving assessment. It has found that: the concept of learning management and assessment of parallel educational management in the OBEC from textbooks, academic papers, the research reports showed that the components used in the evaluation of parallel education major has five components, such as; the principle of parallel structures, curriculum and learning and teaching, and a graduate of quality assurance. The assessment model consists of six components of the basic education forms were composed as the main concepts of evaluation, the purpose of the assessment, the evaluation focused on how to assess the evaluation, and assessment criteria. In terms of the results take the form of assessment of this experimental model used to evaluate the standard of parallel education study of the OBEC between schools with different sizes,

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the results showed on five standards that included of; the standard of education in parallel, standards curriculum, standard of teaching and learning, standard course, and standard of quality assurance. A quality level, all very standard and metric, and the trial found no problems in the form of assessment. The assessment model assesses the parallel education of schools under the OBEC were at the highest level all on four scales, such as *Possibilities scale* (\bar{x} = 4.74, S.D. = 0.51), *Appropriation scale* (\bar{x} = 4.63, S.D. = 0.49), *Accuracy scales* (\bar{x} = 4.61, S.D. = 0.51), and *Utility scale* (\bar{x} = 4.54, S.D. = 0.51), respectively.

Keywords: development, an assessment model, parallel educational management, the academy schools, Office of the Basic Education Commission (BEC)

1. Introduction

For over 15 years, parallel education has worked with Public, Private and Charter schools, providing Substitute Teacher dispatching services. Teachers understand the need to have quality substitutes teaching in the classroom while maintaining a strict budget year after year. This goal is to ensure that the schools will be served with the utmost professionalism. Research team provides prescreened educators and selects those that are the best “fit” for the schools under the *Office of the Basic Education Commission* (OBEC) in Ministry of Education of Thailand. Parallel provides continued education for all teachers which were founded as the substitute teaching institute at the basic education school in 1995. The OBEC provided research-based training materials and services designed to improve student achievement: the curriculum, course management skills, and career to combination of the basic education school, which has managed it. In many areas, if the students have concurrently both vocational and general, this will make integration course. It would be beneficial for students to have a general knowledge of the profession. Three gain the knowledge to decide on a career as amputated in the form of parallel education, the Roi Et Secondary Educational Service Area Office 27, it has signed a memorandum of cooperation teaching. Parallel courses with a vocational secondary school program of teaching parallel, a cumulative credits Vocational Certificate (VEC) Curriculum to students in upper secondary education. The aims of this project are to increase educational opportunities in the public vocational school, and working on aptitude and interests, to extended to target in upper secondary school students to enter vocational program, and can be subject to accumulate credits. The request to transfer the number of credits accumulated, once enrolled and registered

as a student. Students on vocational courses to allow of the style of teaching in vocational secondary schools have three characteristics.

Looks at first to be a student of the schools under the VEC, Vocational courses: over a vocational qualification. There are two forms: 1). personnel from schools under the VEC to teach at schools under OBEC; 2) OBEC schools, students sent to study at the academy under the *Office of the Vocational Education Commission* (OVEC). The second aspect is registered as students of schools under OBEC course in upper secondary education. The study focused on vocational courses, it's the end, there are two ways; the students learning from the professional curriculum vocational certificate for transfer into the Bachelor course AD 2013 and must register as students of educational institutions under the OVEC. According to the study, vocational courses at least one semester to get a vocational qualification AD2013. 2) Students from the vocational courses on vocational curriculum as a basis for studying the Diploma and the third looks to be a student of the schools under OBEC and take vocational courses in AD 2013 ended up teaching at a vocational qualification. The schools under the OVEC as a mentor to teach them the rules of the grade vocational certificate in secondary schools under the OBEC. The vocational school affiliated Roi Et participating province, including colleges; Phnompri Career College, Roi-Et College Kaset Wisai, Roi-Et Technical College, Suwannabhummi College of Agriculture and Technology ROI- Et Colleges and Phon Thong Vocational College. This is consistent with studies that the lieutenant Anuwat Chinsungnern project parallel courses in school multicipal 4, Nakhon Ratchasima (Chinsungnern Anuwat 2011-2012: 53) and in accordance with the study abroad found. The course of study and vocational education skills in Century 21, ACT: qualitative research.

By century skills will be taught, schools must prepare students in high school and a national testing standard level of competence and academic skills and performance of their students. For reading and mathematics as measured by standard tests is affecting teaching in vocational schools. In 1984, Carl D. Perkins improved the quality of secondary and vocational schools, the course of study, curriculum integration and professional, to meet the needs of learners in the 21st century quality standards and national testing given. Students receive both vocational and vocational subjects common. This integration program is considered successful and desirable for society (Quinn. 2013: 56).

From the foregoing as above shows that the "quality of education." Education is important to take into consideration as well, due to the quality of the course will follow the standard of education provided no education and Education Committee of the National Education Act AD 2009 will be held accountable so that schools have effective

governance, monitor the progress of learners class in all aspects of education and improvement projects/plans and are sure to make it clear to their strengths, eliminate defects select and prioritize the development of the role of the school board of governance and be sure to contribute to improving the quality of education the school (Pansri: 2008: 5).

However, the teaching program of the Ministry of Education or any parallel study is considered important; for that all parties need to be considered. Although the school curriculum of the Ministry of Education as well as the education sector that follows as education policy goals and the small differences which are adapted to specific criteria. This is different from teaching in normal schools. Therefore, the standard and the indicator may differ from management studies by using the regular curriculum standards specific management processes. The process of teaching standards on the availability of teachers, curriculum, facilities, the indicator must be an indication that the context of teaching parallel. Therefore, education should be parallel with the only indicator in addition to the indicators used in the public schools to be clear and consistent in practice, develop, and promote quality education to even more schools will also provide bilingual education into the quality assurance system as well.

Education in various forms in secondary schools is sophisticated enough because there are so many students, teachers and staff. A management structure consisting of a group of academic administration, general administration, department of personnel administration, budget administration and administrative student affairs, all to be taken as a fourth dimension consists of top quality students, management education, the teaching and the community, and learning resources. The mission must be carried out in accordance with the context of the school and community to create the practical guide to success in the educational goals of the school. This may result in incomplete or poorly operating as found that secondary schools are implementation, evaluation and monitoring of projects under other missions about plans and projects (Sanmanee. 2008: 99; Suppawatcharakorn. 1999: 98-99). Evaluation of education in schools is required forms, procedures, and tools specifically for educational institutions. The assessment model to view also is ideology or pattern for evaluation in accordance with the concept of assessment and explain it sensibly. (Stufflebeam. 2008: 9). The assessment model of education, for example, a group focused on the way the systems, the group decided to focus on a natural way, the group focuses on value judgments systematic way, and a group that focuses on value judgments by nature (Kanjawasi, 2550: 91) and forms of assessment are most commonly was used. Such assessment model based on the aim of the concept of Tyler (Tyler) model needs to be based on the concept of the Stake model that helps decision (CIPP Model) concept of Stufflebeam and Others model and

evaluate the effectiveness of training based on the concept of Kirk Patrick and model or paradigm theory. (Pithiyanuwat, 2006: 155-218).

As well as an assessment of the current application, form assessed as appropriate mix of many styles and needs more. (Fongsri. 2006: 31-40), and now has to focus on how to assess the nature and more contribute, because such a model to assess the strengths and weaknesses. There is no way to evaluate a form which format is most suitable for the intended assessment in every case. So schools need to analyze and synthesize ideas and theories in order to assess the application of the environment, to achieve maximum benefit assessment of the form of such assessments. Most of the models developed abroad (Shooto 1995: 16), the concepts and theories of scholars in the evaluation model of education that can be used as well as the form of assessment with the Mississippi model (CIPPI model) of merits visit Srisa-ard (2003: 15 112) and the evaluation model of the emperor of Narasuan model by Buason (2006: 359-368).

New product design and development is more often than not a crucial factor in the survival of a company. In an industry that is changing fast, firms must continually revise their design and range of products. This is necessary due to continuous technology change and development as well as other competitors and the changing preference of customers. Without an R&D program, a firm must rely on strategic alliances, acquisitions, and networks to tap into the innovations of others. In general, it has been found that there is a positive relationship between the research and development and firm productivity across all sectors, but that this positive relationship is much stronger in high-tech firms than in low-tech firms.

From the above as a research worker in secondary schools in teaching and experience on how to assess and improve the quality of education in consensus with the problem. Therefore, there is a need to develop guidelines to assess education in schools. The systems and processes that fit the context of education to step up which this application of the concepts, principles and theories related to the assessment. This study of the problems and needs of the school and by interviewing experts associated with the management of parallel design evaluation model, and formed by the criticism and suggestions of experts. The trial assessment tool is based on the model and assessment forms. The expectation is that the valuation model created is consistent with the principles and theory and the context of secondary schools, which form such an assessment. There is a process to evaluate the education system in schools, in order to guide the development of solutions and evaluation of education parallel in secondary schools with all forms of such assessment that it can be beneficial for educators and the general public. The model developed to assess applications for *Management Development* school with quality and a framework for assessing quality, the management of the

school, which will benefit the development and promote education parallel efficiency in the future.

2. Methodology

Research and development (R&D or R+D), also known in Europe as research and technical (or technological) development (RTD), is a general term for activities in connection with corporate or governmental innovation. Research and development is a component of innovation and is situated at the front end of the Innovation life cycle. Innovation builds on R&D and includes commercialization phases. These activities that are classified as R&D differ with applied research in educational fields which may facilitate future product development. In either case, R&D differs from the vast majority of corporate activities in that it is not often intended to yield immediate profit, and generally carries greater risk and an uncertain was administered by the researcher team and conducted by the research process research and development.

2.1 Research Aims

To develop an assessment model on parallel educational management in the academy schools under Office of the Basic Education Commission.

2.2 Research Limitation

Step I: The first study evaluated the parallel education department of basic education by studying the synthesis and evaluation of concepts, documents and related research.

A. Content Limitation

Theories, standardization, indicator, criteria, evaluator, assessment methods, evaluation criteria, the concept of parallel education under the OBEC were interviewed with those involved with the management of parallel education of the information will be used to determine the composition of the evaluation study parallel in the OBEC and elements of the draft assessment forms.

B. Data Resource Limitation

Using the documents include research articles, regarding the evaluation of the parallel education, involving theoretical principles, concerning the evaluation of operations, the educational thinking about the style and format development, and assessment and content providers. Other essentials include luminaries with a parallel study on the management of nine personnel were administered.

C. Variable Limitation

The variables studied in this process are as follows; guidelines on the assessment of education in parallel education level of basic education, elements of parallel education at the educational level of the OBEC, how to assess the evaluation criteria of parallel education. At the educational level of the BBEC, and the indicator of parallel education of the OBEC.

Step II: The second pattern formation evaluation study parallel of the OBEC by analyzing the content of the draft is a synthetic form of assessment. The structure and details of the various parts and a manual assessment form to manage parallel and determine the appropriate, and the possibility of the draft assessment form with the applying techniques of consensus multipath characteristics (Multi Attribute Consensus Reaching: MACR) was the extent of this research study.

A. Content Limitation

In this step, researcher team was creating a model to evaluate the management of parallel, under the OBEC with the manual and assessment model of parallel education, under the OBEC to be brought to trial in a real situation.

B. Data Resource Limitation

To be qualified to determine the suitability and feasibility of the draft assessment form; the possibility (Feasibility Standards) and appropriate (Propriety Standards) techniques for consensus multipath characteristics (Multi Attribute Consensus Reaching: MACR) of nine educational personnels.

C. Variable Limitation

The scope of variables in this process are as follows; suitability evaluation model to handle parallel study under the OBEC, the possibility of a parallel evaluation of the OBEC, suitability of manual assessment form education parallel under the OBEC whereas appropriate and possible.

Step III: Trial assessment form parallel education under the OBEC, This model was rated to handle the parallel department of basic education to try to basic education of three schools with education parallel trial evaluation model that it was in forms of the validity, the results of the evaluation when brought to trial in a real advantage, and that it was assessed. should However, focused on strengths and weaknesses, problems and obstacles of the evaluation model and manual evaluation model when applied to real life situations were used.

A. Content Limitation

In this process, the quality of the validity of the model by evaluating the accuracy of the assessment. Using the same or consistent assessment of the number of basic education schools with three parallel education.

B. Data Resource Limitation

Resources trial form the basic education was chosen as the trial court of the number of basic education schools with three parallel education from the choice of using a voluntary or volunteer (Volunteer Sampling) using one large schools and small schools, one middle school and one college.

C. Variable Limitation

Variables in this stage was composed of assessment model to evaluate the management of parallel, under the OBEC. Obstacles to use assessment form to manage parallel study under the OBEC and to comparison of the results of the study parallel education of this assessment model.

Step IV: The assessment model assesses parallel education under the OBEC. The assessment involves a form of parallel education with the comprehensive and accurate assessment of a valuation model that it was including the suitability of the *Assessment Guide*.

A. Content Limitation

In this process, aimed at assessing the assessment model of parallel education under the OBEC on the model developed in four aspects of the *Utility*, the *Possibility* (Feasibility), *Appropriate* (Propriety) and accuracy (Accuracy) for comments to the manual evaluation model of education parallel. Basic Educational Suitability Assessment Guide.

B. Data Resource Limitation

Resources trial form the basic education was chosen as the trial court of the number of basic education schools with three parallel education from the choice of using a voluntary or volunteer (Volunteer Sampling) using one large schools and small schools, one middle school and one college.

2.3 Research Instrument

2.3.1 Interview and Assessment Questionnaires

Checking the content validity to verify the accuracy and appropriateness of the language and consistent with the indicators of parallel education, then the result for the IOC (IOC) to select an index consistency is 1.00. Taking measures to improve, then administer to trial (Try Out) with a parallel education in the Office Secondary

Educational Service Area 27 which samples were consisted, and the results were analyzed for the entire confidence.

2.4 Data Collection

The implementation of data collection the research was conducted as follows; the research tools were created. This has been a quality inspection to continue to collect data on the sample steps composed of; to request for assistance in collecting information from the Board of Education, the school administrators for permission to collect data from a sample of students were selected, to collect data to assess the valuation model of education parallel. The researchers conducted questionnaires with the relevant school for commenting on the assessment form and guide the assessment after completing the assessment.

2.5 Data Analysis

Data analysis questionnaire was to assess the form of education and manual assessment model by calculating the average and the standard deviation of the comments, which are the basis for interpretation by an average of Boonchom Srisa-ard (2010: 162) as follows:

- Average 4:51 to 5:00 means are assessed at the highest level.
- Average 3:51 to 4:50 refers to a rate at a high level.
- Average 2:51 to 3:50 refers to look at a moderate rate.
- Average 1:51 to 2:50 refers to a rate at a low level.
- Average 1:00 to 1:50 refers to look at the minimum rate.

3. Results

The research has found that: the concept of learning management and assessment of parallel education, the department of basic education textbooks, academic papers. The report showed that the components used in the evaluation of parallel education, the department of the OBEC major has five components: the principle of parallel structures, curriculum, learning and teaching, a graduate of quality assurance. The assessment model consists of six components: basic education, the main idea of the objective assessment of the assessment, the evaluation focused on how to assess the evaluation and assessment criteria.

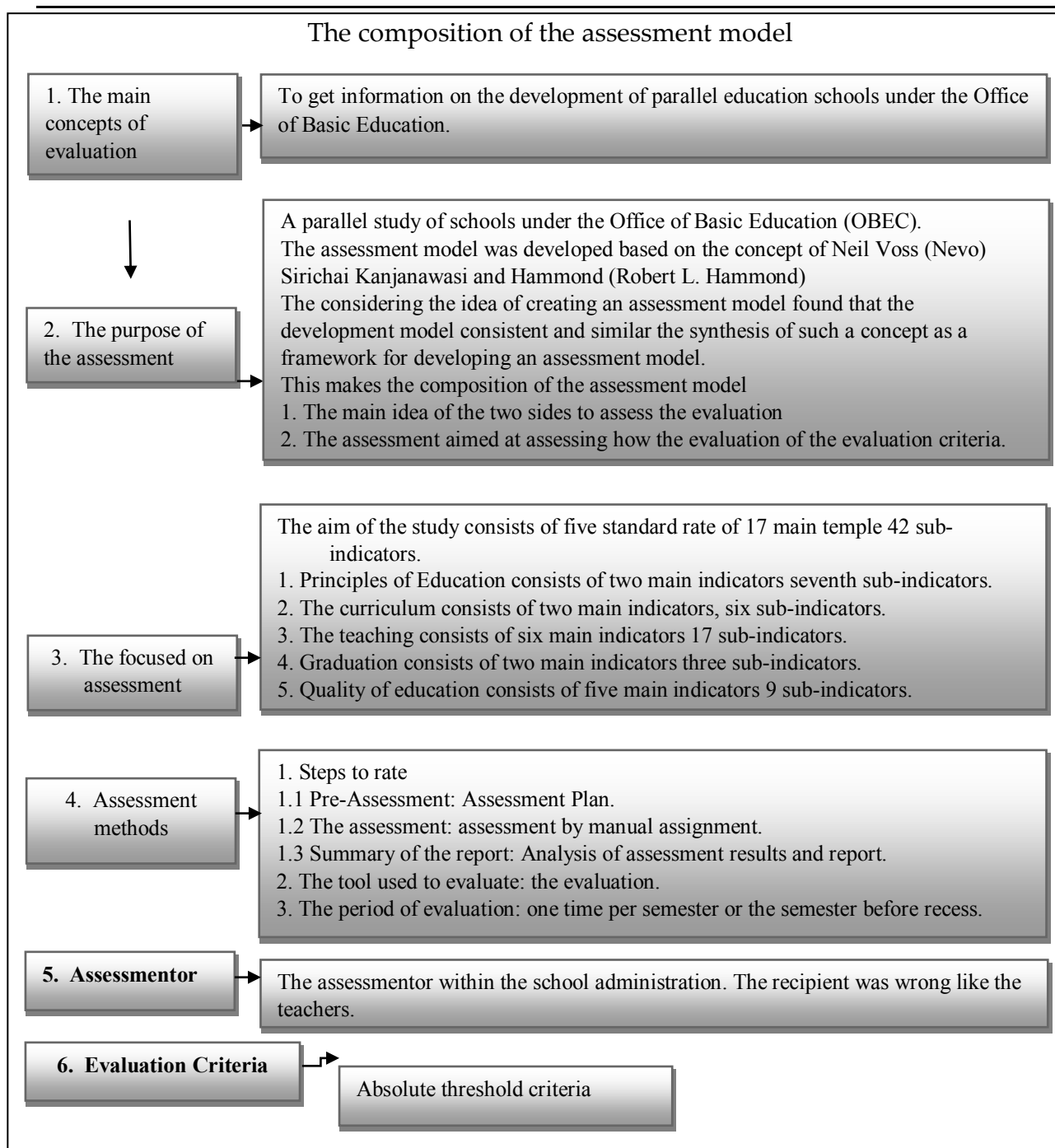


Figure 1: The concept of learning management and assessment of parallel education

The results take the form of assessment with the experimental model used to evaluate the standard of education parallel study of the department of basic education between schools with different sizes. The results of the evaluation study parallel the five standards, including standards for the management of parallel, standards curriculum, the standard of teaching and learning, the standard course, and standards of quality assurance that indicated that a quality level all very standard and metric were standardized. The trial has not found in the problems in the form of assessment. The

assessment model assesses the parallel education of schools under the OBEC were at the highest level all on four scales, such as *Possibilities scale* (\bar{x} = 4.74, S.D. = 0.51), *Appropriation scale* (\bar{x} = 4.63, S.D. = 0.49), *Accuracy scales* (\bar{x} = 4.61, S.D. = 0.51), and *Utility scale* (\bar{x} = 4.54, S.D. = 0.51), respectively.

Over all on this research study, the assessment model of parallel education under Office of the Basic Education Commission, the school has made progress in improving educational standards and on evaluating the accuracy, suitability, feasibility and utilization that evidence of assessment model to be able to use in a real situation in this study.

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