

THE DEVELOPMENT OF EMPOWERMENT MODEL ON ACADEMIC ADMINISTRATION IN SMALL - SIZE BASIC EDUCATION SCHOOLS

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Abstract

The purposes of this research were: 1) to examine and investigate the state of Empowerment activities on Academic Administration in Small-size Basic Education Schools, and 2) to develop model of Empowerment on Academic Administration in Small-size Basic Education Schools. The study was divided into three phases. Phase I was related to the examination and investigating the state of Empowerment activities on Academic Administration in Small-size Basic Education Schools. The samples were 106 school administrators under the Office of Sakon Nakhon Primary Educational Service Area 2 in academic year 2009. The statistics used in analyzing data were: frequency, percentage, mean and standard deviation. The interview of the experts and the in-depth case study of 1 small sized primary school. In phase II, the structured interview of 9 experts in small-size schools' administration on the empowerment model on Academic Administration of small-size schools were conducted. The parallel seminar of the selected 32 small-size school administrators on the development of the model was also conducted. The study found that the school principal and teachers felt that they were empowered namely giving supporting, giving opportunity, participating decision, leadership building, teamwork building, and motivation. The academic activities carried out by the small-size school included 1) using mass media innovation development, 2) system guaranteeing quality within school development, 3) learning resource development, 4) research and quality of education development, 5) education supervision development, 6) guidance and counseling of education development, 7) learning process development, 8) schools' curriculum development, and 9) measurement and evaluation development. After the experiment, the result showed that the mean post-workshop score was higher than the pre-workshop all aspect with the means value at 4.99 rating scale evaluation.

Keywords: *Information Processing Theory, Metacognitive Strategy, English Writing Process and Learning management Strategy*

1. Introduction

Basic education is the backbone of the education system. It is an education for the majority of the country. The National Education Act 1998 amendment (No. 2) 2001 Section 10, states that education should be provided to every Thai with equal rights and opportunities in education. Basic education must be provided for no less than twelve years. The State must provide thorough and quality basic education without charge. Education for persons with impaired physical, mental, intellectual, emotional, social, communication and learning or physical disability or infirmity. or individuals which cannot be self-reliant.

Therefore, it is the duty of the relevant agencies at all levels of basic education to implement successful educational policies, creating high quality students. Basic educational institutions and organizations are important in achieving the goals expected. Most Thai individuals rely on basic education provided by the Ministry of Education through decentralized administration and management of the academic budget, personnel management and general management to the Commission and the Education Service Area and zones. The service area and board serve basic educational

institutions and promote the activities of the school to teachers, parents, students, representatives of community organizations representatives of local governments, the school's alumni, representatives of monks and other religious representatives and experts in the area (Ministry of Education: 2002).

The education administration follows the National Education Act 1998 amendment (No. 2) 2001, and the act of legislation administrative government Ministry of Education service, 2003 have fixed organization structure and portion out government service Ministry of Education into 2 areas: the center area, and education area by separating important duty. The center area has to be responsible specification policy, plan, standard, control, and support. On the other hand, all almost of performances are in each education area. (The Reform Education Office, 2002: 1)

There are 2 parts of the arrangement regulations administrates government education service area; education office area, and the school where managed of basic education. (Ministry of Education, 2003: 2) which the juristic person of this school will make the school can do the legal act like a person is ordinary, and the juristic person will make the school gains an advantage at least 4 points; 1) can manage the schools' assets, 2) can do the legal act, 3) the school receives the importance, and more strength than before, and 4) the school has the independence, and dare to administrate by oneself. In addition, the juristic person of the school will get the decentralize from the center area directly, then make the school has the power like the star that has the light in oneself (Rung Kaewdaeng, 2003 : 2)

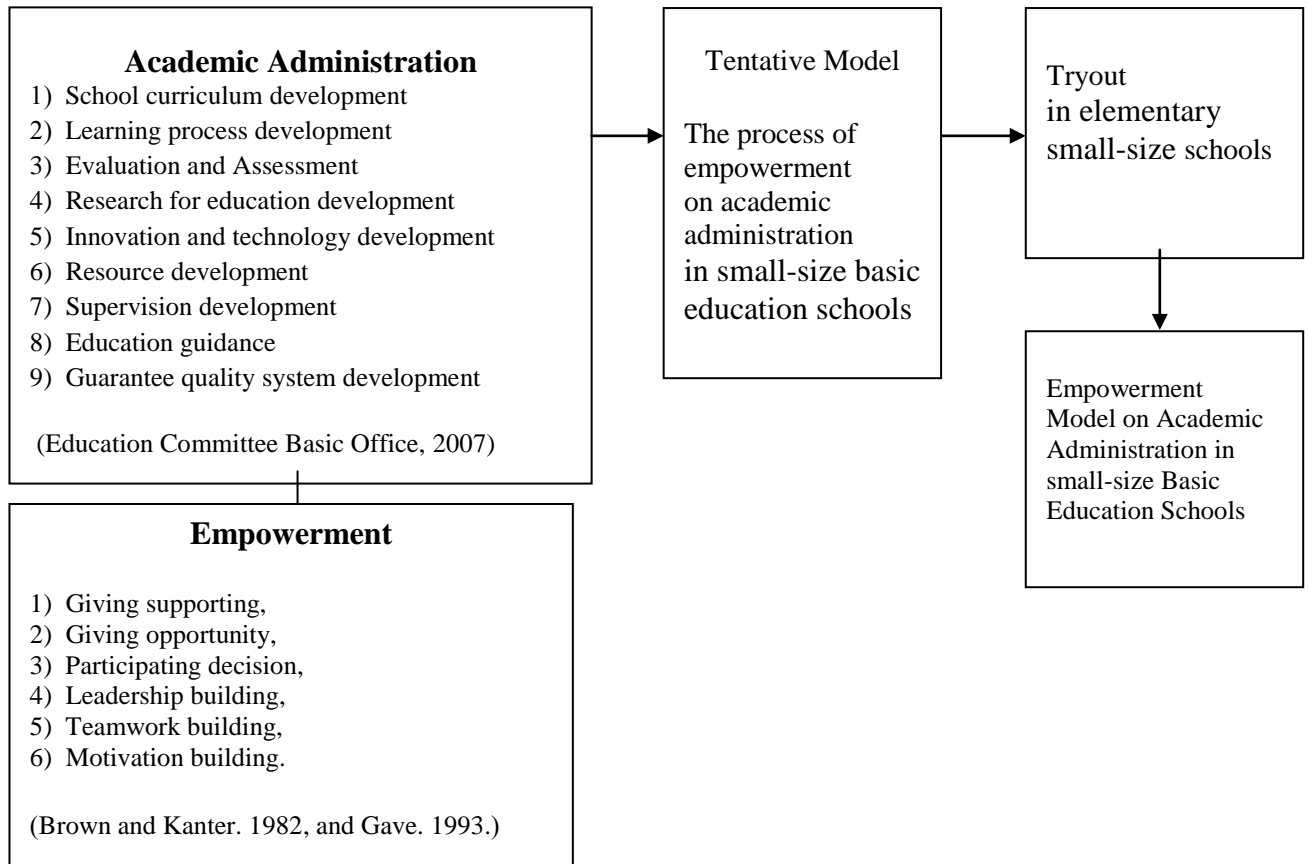
Although, the school will have the independence in the administrative management, but the education administration is still stay within limits and the principle according to fix in the National Education Act 1998 amendment (No. 2) 2001, such as the policy unity and there are varieties in performance. (Ministry of Education, 2003: 4)

Empowerment activities on Academic Administration in Small-size Basic Education Schools in each education area will hold the ways of committee basic education office, Ministry of Education which is the original affiliation institute. The ways of academic administration in each education area has the readiness of administration resourceful management, the supporting and participating of the parts that related with the supervising, and evaluate in education development of education area is lack of the efficiency in academic. (Secretary Board of Education, 2006 : 50-63) Because of the challenges towards Thai education and the basic problems mentioned above, it is necessary to improve and seek ways to adapt empowerment activities on academic administration in small-size basic education schools to be effective. Thus, the researcher as a vice-director of the Office of Sakon Nakorn Primary Educational Service Area 2, and dare to responsible in the academic administration of the school, then the researcher was interested in development of empowerment on academic administration in small-sized basic education schools, and would be able to apply the knowledge in the school and education area, too.

The purposes of this research were;

1. to examine and investigate the state of Empowerment activities on Academic Administration in Small-size Basic Education Schools, and
2. to development model of Empowerment on Academic Administration in Small-size Basic Education Schools.

Conceptual framework of this study using the nine academic administration and six empowerment on academic administration



2. Research Area and Methodology

This study is divided into three phases. The first phase deals with the study of academic administration in small-size basic education schools status to define the conceptual framework of the Empowerment Model on Academic Administration in Small-size Basic Education Schools. The 106 school administrators under the Office of Sakon Nakorn Primary Educational Service Area 2 were interviewed by the researcher for gathering data. Then the synthesize data became the tentative model for the first verification by 5 experts in educational administration, and educational measurement.

The second phase deal with the development model verification through the 9 experts. For the determination of proper design, and 32 school administrators under the Office of Sakon Nakorn Primary Educational Service Area 2 were seminar.

The third phase deal with evaluation the efficiency assessment of the Empowerment Model by the implementation with nine learning package of the one selected primary school under the Office of Sakon Nakorn Primary Educational Service Area 1, 6 teachers in academic year 2010. And nine experts were confirmed this model.

3. The Research Instrumentation

The research instrumentation employed at each phase are as follows:

1. The instrument for the contextual study consisted of a structured interview form for interview current status of the empowerment model on academic administration.

2. The questionnaire form for studying about the current status of the empowerment model on academic administration.
3. Nine Learning packages for self-learning
4. Assessment form before and after using the nine learning packages.

The data were analyzed for percentage, mean, standard deviation, and analyze the difference of academic administration and empowerment before and after using the 9 learning packages.

4. Results of the Study

The development of Empowerment Model on Academic Administration in Small - size Basic Education Schools, the findings were as follows:

1. The academic activities carried out by the small-size school included 1) using mass media innovation development, 2) system guaranteeing quality within school development, 3) learning resource development, 4) research and quality of education development, 5) education supervision development, 6) guidance and counseling of education development, 7) learning process development, 8) schools' curriculum development, and 9) measurement and evaluation development. The Empowerment model consisted of 6 aspects: 1) giving supporting, 2) giving opportunity, 3) participating decision, 4) leadership building, 5) teamwork building, and 6) motivation building.

2. The developing of Empowerment Model on Academic Administration in Small-size Basic Education Schools was the activities packages that respectively the development of requirement. There were 9 learning packages of this model which compose: 1) using mass media innovation development, 2) system guaranteeing quality within school development, 3) learning resource development, 4) research and quality of education development, 5) education supervision development, 6) guidance and counseling of education development, 7) learning process development, 8) schools' curriculum development, and 9) measurement and evaluation development. Which each activities package, there was the reinforcement procedure of empowerment consisted of 6 aspects: 1) giving supporting, 2) giving opportunity, 3) participating decision, 4) leadership building, 5) teamwork building, and 6) motivation building. The proceeding activities that follows this model was for the achievement that followed the goal of the developing of Empowerment Model on Academic Administration in Small-size Basic Education Schools.

3. After the experiment, the result showed that the mean post-workshop score was higher than the pre-workshop all aspect with the means value at 4.99 rating scale evaluation.

5. Appropriateness and Feasibility

The development model improved the performance of empowerment model on academic administration in Bannakae school, Muang District, Sakon Nakorn Province under the Office of Sakon Nakorn Primary Educational Service Area 1. Results found that the administration and teachers received knowledge which helped them to perform their duties better.

The opinions of the experts is that the model is appropriate and feasible, Overall effect in many areas and each areas of the development was approved at a high level. Aspects that are appropriate and received the highest priority is the

development of using mass media innovation development, followed by system guaranteeing quality within school development, learning resource development, research and quality of education development, education supervision development, guidance and counseling of education development, learning process development, schools' curriculum development, and measurement and evaluation development.

Analysis of the feasibility of the project found that the development model was appropriate and within the reinforcement procedure of empowerment consisted of 6 aspects: giving supporting, giving opportunity, participating decision, leadership building, teamwork building, and 6) motivation building. This was further supported by the review and opinions of the expert group which is necessary because the experts possess knowledge and experiences in their specific fields and can analyze and provide trusted reviews.

6. Conclusion and Recommendations

The development model as a whole showed performance in empowerment model on academic administration at a highest level for all aspect included nine academic activities and six empowerment. The research results were happened like this because of the development of Empowerment Model on Academic Administration in Small-size Basic Education Schools would be able to apply in the small-size primary schools for taking awareness in development in empowerment academic administration of themselves in nine academic activities continuously, which correspond the research of Ruethaisub Dokkham (2553) who studied about the development leadership model of administrators in small-sized school that effect to schools' efficiency. The leadership model was tried out with three small-size primary schools under the Office of Sakon Nakorn Primary Educational Service Area 1, the Office of Mookdaharn and Nakornpanom Primary Educational Service Area 2. The research results found that the post performance means higher than pre-performance with the statistically significant difference of 0.01 level.

The results of the development of Empowerment Model on Academic administration in Small-size Basic Education Schools should be development of empowerment model on academic administration in small-size basic education schools in other office of education areas or study in region level, or national level, study in other level besides primary school, and compare within same issue between state school and the private school.

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