

PROFESSIONAL DEVELOPMENT STRATEGIES FOR ADMINISTRATORS IN EDUCATION INSTITUTIONS UNDER THE OFFICE OF THE BASIC EDUCATION COMMISSION

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Abstract: The objective of this research was to propose professional development strategies for administrators in education institutions under the Office of the Basic Education Commission. A descriptive research method was used in this study. The research procedure included 4 stages: (1) A study of professionalization of administrators in education institutions by documentary analysis and interviewing 3 experts in educational institution administration, (2) A survey of the state of the professionalization of administrators in education institutions from 325 administrators through a questionnaire, (3) Formulating professional development strategies for administrators in education institutions, and (4) Evaluating the appropriateness and feasibility of the strategies by 11 experts.

The research results were as follows: 1) the professionalization of administrators in education institutions composed of 4 major aspects, They were characteristics, competencies, academic leadership, and performance. The major aspects composed of 24 minor aspects. 2) The administrators in education institutions evaluated the significance/necessity and the practice of the professionalization of administrators in education institutions at the highest level, and high level accordingly in all aspects. 3) The strategies of professional development for administrators in education institutions composed of 3 strategies: the proclamation of national agenda on professional development for administrators in education institutions, the development of academic leadership for student development, and the reflection of professional development from the performance.

Keywords: Professional Development Strategies, Education Institutions, the Office of the Basic Education Commission

Introduction

Education is considered as a development tool to make man truly human in aspects of physical and mental health, intellect, knowledge, morality, integrity, and desirable way of life to be able to live happily with other people. Thus, this essence is the heart of educational reform prescribed in Section 6 of the National Education Act of B.E. 2542.

Since the passed education reform, the Ministry of Education through the Office of the Basic Education Commission, the Office of the Permanent Secretary, and the Office of the Education Council had researched and

evaluated various projects, it was found that there were different problems and threats of teachers and educational personnel development and agreed in the part of educational institution administrators. The research findings were as follows: (Office of the Education Council, 2006).

1. Schools needed to develop teachers and personnel to get ready in all aspects; administrators in education institutions would play the most important role. If they were interested and supervised regularly with friendly, working atmosphere, teachers and personnel would enhance working motivation and schoolwork would be done systematically and efficiently.

2. Administrators in education institutions were the most important component to have school administered successfully. This means they should have leadership and vision to be able to respond to the challenges of globalization; have good relationship; be able to manage tasks; have awareness in promoting, supporting and sharing ideas and work; have supervisory management; monitoring and supervision; give moral support; have ability to motivate others; administrative decentralization; be advisor to make group participation; building teamwork continuously; and be able to work with other related personnel efficiently.

However, the operation results of the education reform during the period of nine years (1999-2008) in aspect of educational institutions; it was revealed that there were 65 percent of basic education institutions that were not pass the first assessment (2001-2005) according to the criteria of the Office for National Education Standards and Quality Assessment. (Office of the Education Council, 2009: 3).

Therefore, administrators in education institutions deem a key factor in various operations bringing changes into classrooms by teachers. In any operations, administrators in education institutions are educational leaders. For this reason, the researcher is interested in studying and conducting this research to propose professional development strategies for administrators in education institutions. Due to strategy is a method or guideline that has operations succeeded and reached the expected objectives efficiently and effectively. With the collaboration of all related agencies could have administrators in education institutions be professional for managing educational institutions that will be beneficial to learners' development with morality-regulated knowledge and make progress in Thailand and world society.

Objectives of the Study

The main purpose of this paper was to propose professional development strategies for administrators in education institutions under the Office of the Basic Education Commission.

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Conceptual Framework of the Study

There were two involved issues for this research concept and principles on professional development strategies for administrators in education institutions under the Office of the Basic Education Commission--professionalism of administrators in education institutions and professional development strategies.

1. Professionalism of administrators in education institutions was focused on the concept of educators' theories as follows:

1.1 Characteristics of administrators in education institutions were synthetically based on the Models of High Professions, Vijit Srisa-an (1992); Educational Institution Administrator Standards of the Teachers' Council of Thailand (2005); Concept of the Important Qualifications of Professional Administrators in Globalization Age, Thongchai Wongchaisuwan (1997); Qualification of Professional Education Administrators Responded to the National Education Act of B.E. 2542, Jamlong Nugfon (2000), Teera Runcharoen (2003); Characteristics of Professional School Administrators, Somchai Thepsaeng (2000); Characteristics of Professional Education Administrators, Surasak Paje (2000), Thawin Charanvej (2001), Uthai Dechtanonta (2002), Sakthai Surakitbowan (2005), Kitima Preedeedilok (2004), Huan Phinthuphan (2005), Raywat Chatreewisit (referred to Thongtippa Wiriyaphan, 2006), Paitoon Suksombatsakul (2006), Thongtippa Wiriyaphan (2007); Characteristics of Effective Leader, Yukl (2002), Mc Shane (referred to Chira Haugladaroom, 2003). Results of studying the above educators' theories revealed 10 characteristics of administrators in education institutions as follows: 1) academic and professional knowledge 2) morality, integrity and professional code of ethics 3) good personality 4) human relations 5) work potential 6) modern ideas 7) responsibility 8) intelligent 9) transparency 10) spirit of administrators.

1.2 Competencies of administrators in education institutions were based on the concept of principles and methods for academic status promotion of administrators in education institutions of the Office of the Teacher Civil Service and Educational Personnel Commission (2006). The results revealed four aspects of competencies: 1) achievement motivation 2) team-work 3) service mind 4) analysis and synthesis.

1.3 Academic leadership was based on the concept of Gary and Margaret (1989) and interviewed of three educational institution administrators, i.e., Mr. Nakorn Tangkapipop, Mr. Sa-ard Thanseng and Mrs. Ratre Sripiraiwan. The results of educators' concept study included: 1) having visions 2) change leader 3) empowerment 4) professional development 5) academic network building 6) professional teacher building.

1.4 Performance of administrators in education institutions was based on the concept of Etheridge, Hall & Brown (1990) including:

- 1.4.1 Good educational system
- 1.4.2 Good educational institution environment
- 1.4.3 Good practice in learner affairs
- 1.4.4 Good community operations

2. Professional development strategies for administrators in education institutions were focused on the concept of educators' theories as follows:

2.1 Strategic planning was based on the concept of strategic planning conducted by William F. Glueck (1977) and strategic plan conducted by Kotler and Murphy (1981), Certo and Peter (1991). Their concept was prescribed a framework including 1) external factor analysis 2) internal factor analysis 3) strategy formulation 4) strategic evaluation.

2.2 Strategic planning was based on the concept of the Office of National Education Commission conducted by Pruet Siribunpitak (2003). The scopes of strategic planning were 1) strategy 2) measure 3) framework.

Research Methodology

The research methodology was divided into 4 stages:

Stage 1 The study of professional of administrators in education institutions by studying documents, textbooks and related research works and synthesizing them to be a fundamental body of knowledge, including interviewing three administrators in education institutions who are highly skillful in educational institution administrators. Then the researcher had prescribed the concept framework and the operational definition of variables, and submitted to the thesis advisors for checking the conceptual framework.

Stage 2 The survey of professional of administrators in education institutions by using questionnaires gathering data with a five-level rating scale form. The questions were asked 2 issues, i.e., the importance and necessity, and the real performance which was passed the check of validity by 3 experts, and the check of reliability by trying out with administrators in education institutions from 30 schools under the Office of the Basic Education Commission situated in Bangkok. Data were collected from those administrators in education institutions nationwide by dividing into 2 stages of random sampling with 325 out of 395 samples (82.82 %). The data were analyzed by the computer software, SPSS, and expressed as frequency, percentage, means, standard deviation, and content analysis.

The result of the study revealed that most of administrators in education institutions are male and over 50 years of age. Their highest educational level are master's degree in educational administration with over 10 years' experience in a position of administrators in education institutions and working in medium size schools of original affiliation under the Office of the National Primary Education Commission. The administrators in education institutions gave the precedence and the necessity to professional of administrators in education institutions at the highest level as a whole and in each aspect, and at high level in real performance.

Stage 3 The strategic planning of professional development for administrators in education institutions by analyzing the conditions of professional development for administrators in education institutions and the difference between the importance/necessity and the real performance for being the professional administrators in education

institutions in order to draft a development strategy by SWOT analysis.

Stage 4 The strategy evaluation of suitability and necessity by holding a meeting for 11 qualified persons. The researcher corrected the strategies according to the advisers' recommendation and submitted the strategy evaluation forms to the qualified persons for their assessment.

Conclusion

The results of the professional development strategies for administrators in education institutions under the Office of the Basic Education Commission were as follows:

1. The professional of administrators in education institutions included 4 major aspects and 24 minor aspects, which were 10 aspects of characteristics; 4 aspects of competencies; 6 aspects of academic leadership; and 4 aspect of performance.

2. The administrators in education institutions gave precedence and necessity to professional of administrators in education institutions at the highest level, and in real performance was at high level as a whole and in each aspect.

3. The strategies of professional development for administrators in education institutions under the Office of the Basic Education Commission included 3 strategies as follows:

- 3.1 The proclamation of national agenda on professional development for administrators in education institutions.
- 3.2 The development of academic leadership for student development. The reflection of professional development from the performance.
- 3.3 The reflection of professional development from the performance.

Recommendations

1. The results revealed that most of administrators in education institutions hold master's degree in educational administration, including the professional of administrators in education institutions included 4 major aspects and 24 minor aspects. The determination of the professional standards of the Teachers and Educational Personnel Council (Khurusapha) for administrators in education institutions should comprise the following:

- 1) The qualification should specify a master's degree in educational administration.
- 2) The standard of knowledge should use the components of the professional of administrators in education institutions comprising 10 aspects of characteristics; 4 aspects of competencies; 6 aspects of academic leadership; and 4 aspects of performance. In addition, this standard of knowledge also should be used as substance of knowledge and competencies in order to evaluate and accredit degrees in educational administration for those who holding the degree

shall be able to apply for an educational institution administrator license.

2. The results revealed that most of administrators in education institutions gave precedence and necessity to professional of administrators in education institutions at the highest level, and in performance was at high level. The Office of the Basic Education Commission should bring acquired characteristics and competencies as a guideline to determine the qualification of those who shall be appointed as administrators in education institutions.

3. The results revealed that the strategies of professional development for administrators in educational institutions included 3 strategies and they should be implemented by the related agencies as follow:

Strategy 1: The proclamation of national agenda on professional development for administrators in education institutions. The agency responsible for supervising the professional standards should upgrade the professional standards of administrators in education institutions, and provide a national plan for professional development. In addition, agencies in educational service areas should provide a specific plan for professional development and develop administrators in education institutions in educational service areas to be professional.

Strategy 2: The development of academic leadership for student development. The practical guideline of this strategy should be implemented to develop the professional of administrators in education institutions, including developing teachers, and learners.

Strategy 3: The reflection of professional development from the performance. The practical guideline of this strategy should be used to develop administrators in education institutions by educational service area offices and be able to put it into practice in educational institutions. In addition, the information from the performance evaluation of administrators in education institutions should be used to promote and support the professional development of administrators in education institutions.

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