

DEVELOPMENT OF ACADEMIC ADMINISTRATION WITHIN THE 'PDCA' FRAMEWORK AS PERCEIVED BY ADMINISTRATORS IN PRIVATE SCHOOLS UNDER THE OFFICE OF NONTHABURI EDUCATIONAL SERVICE AREA 2

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Abstract. This study proposes: 1) to investigate the administrators and administrative committees' actions in academic administration. 2) To examine and compare the actual and expected actions in the framework of academic administration by administrators in private schools under the office of Nonthaburi Educational Service Area 2. 3) To determine an effective strategy for implementing an 'Academic Administration' using PDCA framework based on the standards and quality assessment of ONEC (Office the National Education Commission Office of the Prime Minister Kingdom of Thailand). The samples used in this study to determine and compare followed methods of surveying questionnaires for administrative committees and teachers in private schools under the office of Nonthaburi Educational Service Area 2 in 2007- 2008 academic year. The scope is the field of 'Academic Administration' in five tasks that are: 1) academic affairs planning 2) curriculum development 3) instruction management 4) supervision and instructional improvement and 5) evaluation of academic affairs on the standards and quality assessment of the PDCA framework. The instruments for collecting data include five tasks of academic administration as above. Action throughout four strands of PDCA framework by the office of National Education Standards and Quality Assessment involves: (P = plan, D = do, C = check, A = Action). The statistical methodologies used for interpretation of data are mean, standard deviations, and t-test within the location of methods: 1) to search for the real statement of problems in 'academic administration' 2) to reveal the nature of the PDCA framework related to how to work in effectively in academic administration, 3) to develop and propose active strategies and suggested actions in order to improve standards and quality in the five tasks of academic administration construct cited in the Standards and Quality Assessment of ONEC. Comparison of the actual actions of administrators in five tasks of Academic administration throughout four actions of PDCA: This framework was examined related to statistically significant differences from the expected actions in the group of administrative committees; classified by gender, age, educational background and working experience. Next, the actual actions or expected actions, were looked at, especially in the framework of PDCA (P = plan, D = do, C = check, A = Action) throughout the five task areas cited above. Supervision and Instruction Improvement and Evaluation of Academic Affair were looked at in private schools under the office of Nonthaburi Educational Service Area 2 for the 2007- 2008 academic year. The results of this study will be used to propose effective suggestions for implicative actions: 1. if there are high or low-rated actual actions of school administrators in the five tasks in academic administration throughout the four actions of PDCA framework. One is able to find out what factors were weak or strong so as to solve and develop remediation programs to address need. 2. If there are high or low-rated expected actions then one can propose, motivate, and develop school administrators and teamwork aspects to implement the academic administration in every school.

Introduction

Rational and Significance of the Study

“...Education is a major factor to create and develop a person's knowledge, ideas, behavior and merit. Any society and country should provide good, complete and well-balanced education, covering all aspects, for the youth so that the society and country will have qualified citizens. They will be able to sustain the country's prosperity and to develop the country progressively.....” Speeches of His Majesty Bhumibol Adulydej

Educational administration in Thailand, since the year 2000, according to the educational researchers, is rapidly declining in quality. A nine-year compulsory education law and other factors; more children enroll in school; and more stay longer. In 2005, people had an average of 8.5 years of schooling; an increase from 7.6 in 2002. (Box 1.2 HAI Education Index 2005) But there remain questions about

differential access; the quality of education; the level of educational achievement; especially for people in the child age where areas of learning achievement and ethical behaviors are deteriorating.

As a result, nations have been fixed on improving the quality of education. Thailand pays attention to what must be either developed; or what must be done to improve the quality of education. This intense need for a new restructured educational process and school reform has given a sense of direction for educational administrators and teachers who are responsible for effective change in the nation's schools. According to the National Education Act 1999, Chapter 6, Educational Standards and Quality Assurance. Section 47, "There shall be a system of educational quality and standards at all levels. Such a system shall be comprised of both internal and external quality assurance". The system, criteria and methods for quality assurance shall be stipulated in the ministerial regulations. Following Section 48, parent organizations with jurisdiction over educational institutions and the institutions themselves shall establish a quality assurance system. Internal quality assurance shall be regarded as part of educational administration as a continuous process. This requires preparation of annual reports to be submitted to parent organizations, agencies concerned and made available to the public for purpose of improving the educational quality. Also in the Current Educational Reform of Thailand by Dr. Patcharawalai Wongboonsin, a senior research expert of Institute of Asian Studies, the curriculum at all levels of education is subject to diversified and commensurate controls for each level, with the aim of improving the quality of. Human development should be balanced by regarding knowledge, critical thinking, capability, virtue and social responsibility as the key substance of the curricula. Thailand is in the process of implementing education reform in accordance with the National Education Act of 1999. It aims at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and a desirable way of life so as to be able to live happily with other people. This is to serve the following visions: "Empowering the Thai people to attain quality education and (make them) capable building for self-development. Building knowledge based society and economic development. Enhancing international competitiveness in the international arena."

In compliance with these visions, the process of raising education quality at the basic education level includes a teaching /learning processes that encourage systematic thinking with emphasis on real practice. These are relevant to the 'academic administration' which serves as a valuable primer for prospective school leaders; such as administrators and administrative committees. These educator bodies work toward effecting change in an orderly, efficient, and effective manner. (Atsawabhoon, 2006) for the frameworks of 'Academic Administration' tasks in this study, there are five undertakings such:

1. Academic Affair Planning
2. Curriculum Development
3. Instruction Management
4. Supervision and Instruction Improvement
5. Evaluation of Academic Affair

The first step is action of a cultural nature of administration, P= plan which is usually operational in every organization and task. Planning must be clear, accurate, and complete through every academic principle and should be systemic. The second step is leading the plan in to practice or doing the following plan according to the purposes and along the short and long working period of each plan. Particularly, only carry out the plan if one knows that it will be effective. Then evaluation and benefit checking for both are important processes for the plan. C-Check is the step for comparing between P-plan and D-doing, by evaluation and checks all learners, teachers and school administrators. This step checks the working result level. If higher than assigned P-plan, it shows that it has reached the set goals. If it is lower than assigned P-plan, it shows that it is not able to reach a set goal. After three steps of P-D-C, one will get an evaluation result to A- action or adjustment step. If this result is higher than the assigned goals then adjust the goals higher for the next operation for it to be challenging.

The effective process to control both the internal and external educational quality in educational administration is confirmed as PDCA theory-in-use, to ensure improvement of educational quality and standards at all levels of educators. For the current situation and working with the real state of problems for the educational administration among the Thai students; in the midst of worldwide changes and violence. In a lot of educational research educators found that often proved results; revealed these causes are related to

the effect and reflection; by the system of educational administration within the field of 'academic administration'.

On the other side one would refer to the Educational standards and quality assurance for emphasis on the current situation and working with the academic administration and educational system: Passed by the curriculum. The schools must conduct self-evaluation in terms of Self Quality Assurance for External Quality Assurance Assessment according to the implementation of ONESQA. Yet, the innovation of educational administration still created and produced much more impact for the students' learning; environment and decreased the effectiveness of learning; and teaching processes which linked; with the evaluation and measurement reflections of school administrators reputations; and school effectiveness.

Problem Statement

Currently every school is required to access in to the process of the Office of National Education Standards and Quality Assessment (Public Organization) by the years 2000- 2008 according to the National Education Act 1999, Chapter 6, Educational Standards and Quality Assurance. Section 47, and in order to meet the requirements of the Act, an educational assurance system as shown above; has been designed and implemented. It consists of both internal and external assurance. Internal quality assurance is regarded as a part of institutional administration which must be a continuous process. Educational institutions are required to prepare annual reports that will be submitted to parent organizations; the agencies concerned made available to the public for the purpose of improving educational quality; and standards. It will also provide a basis for external quality assurance. External quality assurance is the responsibility of the Office for Education Standards and Quality Assessment (ONESQA), a public organization, which was established in November, 2000.

Results of SAR (Self Assessment Report) by Educational Commission in Western Canada and America with Interview and Questionnaire of Renihan (2000). It has shown there were 95% of Educational Commission needed to the formal Standards and Quality Assessment in the basic educational institutes. (Rupan, 2003). The school administrators, teachers and educators need to consider the educational standards and quality policy first. Education is the gain developer of the populace. High quality education makes the youngster a success in life. To present the issue of quality education first is critical.

The conceptual framework of PDCA process for investigating the administrators and administrative committees' actions in academic administration; to examine and compare the actual and expected actions in the framework of academic administration by administrators in private school under the office of Nonthaburi Educational Service Area 2; and to determine an effective strategy for implementing this; to develop an 'academic Administration' in PDCA framework based on the standards and quality assessment of ONEC (Office the National Education Commission Office of the Prime Minister Kingdom of Thailand).

Objectives of the study

This research proposes:

- 1) To investigate the administrators and administrative committees' actions in academic administration.
- 2) To examine and compare the actual and expected actions in the framework of academic administration by administrators in private school under the office of Nonthaburi Educational Service Area 2.
- 3) To determine effective strategies for implementing an 'Academic Administration' in PDCA framework based on the standards and quality assessment of ONEC (Office the National Education Commission Office of the Prime Minister Kingdom of Thailand)

Review of related literature

Pitayanuwat (1999) stated efforts are currently underway to implement a new quality assurance system in Thailand for both public and private sectors of educational institutions. These efforts have followed the passage of the 1999 National Educational Act, which requires the establishment of new formal educational standards and a quality assurance system for the whole education sector. With regard to quality and standards, the 1999 National Educational Act emphasizes the importance of quality assurance both internal quality assurance (IQA) and external quality assurance (EQA). Under Section 49 of Chapter 6 on "Educational Standards and Quality Assurance" it is stated that EQA will be responsible by a new and independent body. The Section is detailed as follows:

“An office of Educational Standards and Evaluation shall be established as a public organization, responsible for the development of criteria and methods of external evaluation, conducting evaluation of educational achievements in order to assess the quality of institutions. All educational institutions shall undergo an external quality evaluation at least once every five years and the results of the evaluation shall be submitted to the agencies concerned and made available to general public.”

On November 4th 2000, the Office for the National Educational Standards and Quality Assessment (ONESQA) was established, serving as an autonomous public organization to undertake external assessments of educational institutions at all levels. The key requirement stipulated by the law is for all schools, vocational colleges and higher educational institutions to be externally assessed for the first time by the year 2005.

ONESQA's Strategies: The Office for National Education Standards and Quality Assessment (Public Organization) has set up its strategies either in relevancy to the educational reform or in correlation with 1999 National Act of which their mission is clearly stipulated. Based on the general missions mandated by law, ONESQA has formulated its 6 strategies as follows:

Strategy One

To encourage educational institutions to adopt internal quality assurance for promoting learners' quality development.

Strategy Two

To disseminate information to all functions concerned so as to make them aware of and recognize the importance of the educational quality assurance as well as to accept and to appreciate the services provided by the educational institutions.

Strategy Three

To develop an efficient system of external quality assessment for educational institutions with an aim to make them succeed in their educational management providing learners with higher quality education.

Strategy Four

To build a body of knowledge on educational quality assurance regarding education quality development, education quality monitoring, and the internal and external educational quality assessment.

Strategy Five

To create leading resourceful personnel specializing in education quality assurance, particularly in education quality assessment, and also to provide them with development plan to make them professional assessors.

Strategy Six

To set up a network system to link among the institutes at individual level and organizational level both locally and internationally.

The meaning and importance of PDCA process: PDCA is the administrative cycle for a quality of work consists of Quality Planning Methodology are; P = Plan is the plan which begins with the assignment of goals and objectives. D = Do is the orderly implementation by systematic steps and continuous checking. C = Check is the assessment of inspection through the work consequences in each step to know the occurring problem and to find the solutions for changing and improvement. A = Action is the step of solving any occurring problem or implementing the agreement with solutions, or accept the success guidelines to apply later to work in the future.

Research Methodology

The study's methodology is divided in to 4 steps as follows;

Step 1. To examine and determine the levels of how effective in the actual actions and expected actions in PDCA actions of 'academic administration' by administrators and administrative committees working in private schools under the office of Nonthaburi Educational Service Area 2.

Step 2. To create and improve the policies and approaches for more effective actions of 'Academic

Administration' in the PDCA system by the Office for National Educational Standards and Quality Assurance.

Step 3. To provide the information about the expectations of administrators and administrative committees working in private schools under the office of Nonthaburi Educational Service Area 2.

Step 4. To give usefulness and benefits as effective strategies to the educators regarding how to manage and monitor the 'Academic administration' based on the PDCA system by the Office for National Educational Standards and Quality Assurance.

Instruments

This study consists of the main process of the PDCA Framework is to provide a flexible structure in the questionnaire assessment of academic administration and statistic systems.

A general data of academic administration in five tasks have been checked and inspected in the covering of PDCA framework for every step. After gathering information from the questionnaire, the measurement and collection of data including the five tasks of academic administration action throughout four actions of PDCA framework were carried out. The statistical methodologies used for interpretation of data are mean, standard deviation, and t-test within the location of methods are: 1) to search for the real statement of problems in 'academic administration' 2) to reveal the PDCA framework as to how to work in effective academic administration, 3) to develop and propose active strategies and actions to develop the standards and quality in five tasks of academic administration construct for the standards and quality assessment of ONEC. Comparison of the actual actions of administrators in five tasks of academic administration throughout four actions of PDCA framework there were statistically significant differences from the expected actions in the group of administrative committees and administrators classified by gender, age, educational background and working experience in the actual actions or expected actions.

The results of this study

The results of this study will be used to propose effective suggestions for implicative actions:

1. How high or low-rated actual actions of school administrators in five tasks in academic administration throughout four actions of PDCA framework compared. One was able to find out what factors was weak or strong needing development. (Use SWOT system)
2. How expected actions differed from actual actions of school administrators in five tasks of academic administration throughout four actions of PDCA framework. One could propose, motivate, and develop school administrators and teamwork themes to implement the academic administration improvement in schools.

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