

Academic Administration of Educational Institution Administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2

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Abstract

This research aims to study the academic administration of educational institution administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2 and to compare the academic administration of educational institution administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2, which is classified by gender, education level and administration experience. Sample groups include educational institution administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2 for 130 persons. The tool used in this research is questionnaire. Statistics used in data analysis include percentage, average, standard deviation, t-test and analysis of variance (ANOVA). The major findings reveal that, in an overview, the academic administration of educational institution administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2 is at a high level. Considering particular viewpoint, it shows that the Development of learning process has the highest mean. The second highest mean is Development of quality assurance system in educational institutions. The Development of media, innovation and technology for education has the lowest mean. Meanwhile, the comparison results of academic leadership of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education, which is classified by gender, education level and administration experience, is not significantly different at the 0.05 level.

Keywords: Administration, Academic Work, Educational Institution

Introduction

Academic work is considered as the most important work of the educational institutions. There are many studies have identified variables affecting to students' achievement, only few variables have been considered based on the context of school size (Sotarat, Buasawan, Sarnswang & Lapanachokdee, 2018). Modernity in academic work of educational institutions at all levels and all types will be accepted when individuals only in educational institutions and outside educational institutions have realized that academic work is a very important work. Academic work is an indicator of the standard and quality of educational institutions being considered by academic performance because academic work is related to the curriculum, organizing of educational programs and organizing of teaching and learning. In

this regard, the Office of Education Commission proceeds in accordance with the opinions of local curriculum development, academic planning, teaching and learning in educational institutions, curriculum development of educational institutions, learning process development, research for education quality improvement in educational institutions, development and promotion of learning resources, supervision of education, guidance, development of internal quality assurance system and educational standards, promoting community to have academic strength, coordination for cooperation in academic development with educational institutions and other organizations, promotion and support of academic works for individuals, families, organizations, agencies, enterprises and other institutions that manage education, preparation of regulations and guidelines on academic work of educational institutions, book selection, course book for use in educational institutions and the development of technology for education. If education can improve the skills, knowledge and expertise of Thai workers in line with the modern technology, if education can create a new generation of leaders to build a democratic basis for most people, we would have political leaders who have the knowledge to manage the country effectively and have a wide-vision and might not suffer from economic chaos as we are now facing (Suyaprom & Mamree, 2018). Besides, how will academic administration achieve results depends on the school administrators who are witty, be a good community coordinator, and be a facilitator with strong expertise and has a far-reaching vision (Rung Kaewdaeng, 2012: 2) and how much is the personnel in the educational institution understand the academic work is therefore the duty of the school administrators to manage work and personnel in educational institutions in order to create thorough readiness which will lead to serious cooperation and operation to enable academic administration in educational institutions to achieve the objectives (Boonchuay, 2005: 11).

According to the strategic plan for operating the basic education policy management of the Nonthaburi Primary Educational Service Area Office 2 with the following aims and strategies: Office of Educational Service Area and educational institutions have the strength and the mechanism to drive basic education under the philosophy of sufficiency economy by participatory management as well as teachers, school administrators and educational personnel are competent in line with the field of work by focusing on performance to achieve the goal, develop an organization management system for excellence, improve the quality of learners and promote educational management in order to create competitiveness to excellence. Currently, the Nonthaburi Primary Educational Service Area Office 2 has accelerated education reform by improving the quality and standard of basic education. Therefore, determining the direction to drive learning management with efficiency in the development of educational quality and organizing supervision systems to monitor and supervise the primary mission of the school in 4 aspects including academic administration, budget management personnel management and general administration. Regarding the enhancement to meet the standard especially academic achievement from O-NET test results in the level under the Nonthaburi Primary Educational Service Area Office 2, it was found that 47.91 percent of Thai subjects, 36.70 percent of Mathematics, 39.36 percent of Science and 34.56 percent of Foreign Language (English) (Nonthaburi Primary Educational Service Area Office 2, 2018) It can be seen that the test results are not yet satisfactory more than 50 percent. However, the effectiveness of educational institution administration in terms of academic administration under the Nonthaburi Primary Educational Service Area Office 2 depends on the knowledge and ability of the educational institutions administrators which have the role and duties to perform administrative tasks in driving educational institutions to effectiveness (Nonthaburi Primary Educational Service Area Office 2, 2018).

Based on the above mentioned concept, it is seen that the success of the organization or educational institution administrators have a very important part. Not only teacher is essential for student achievement but the roles of principals are also important (Siripattarawit, Wichitputchraporn, Niyamabha & Koedsuwan, 2018). The researcher as a school teacher in the Nonthaburi Primary Educational Service Area Office 2 is therefore interested in studying the management guidelines of school administrators in Bang Bua Thong District schools under the Nonthaburi Primary Educational Service Area Office 2. The research results will be used for the benefit and guidance in management of educational institutions for executives to effectively manage various aspects of work and consistent with the needs of executives and teachers in order to achieve the goal and succeed in the management of educational institutions.

Conceptual Framework for Research

In this research, the researcher focused on the study of academic administration of school administrators in Bang Bua Thong district under the Office of Nonthaburi Primary Educational Service Area 2, by studying the concepts from the assessment guide for teacher civil servants and educational personnel in order to have academic standing and promote academic standing in the field of educational institution administration in accordance with the rules and methods for providing teacher civil servants and educational personnel to have academic standing and promote academic standing (Letter of OTEPC Urgent No. Sor Tor 0206.4/Wor 17, dated 30 September 2009).

Regarding the position of Director of Educational Institution, assessment 2 is knowledge and capability. Division of School Management Part 1 is being a person capable of managing school. Indicator 3: Academic administration including:

Development of school curriculum means the curriculum is consistent with the needs of learners and locals. Administrators, teachers, parents and communities are involved in the curriculum. The curriculum has completed and correct components, namely vision, objectives, desirable characteristics, study time structure, course description, guidelines for learning management, evaluation and evaluation of the curriculum through the approval of the school board. The curriculum and educational institutions are implemented in learning management, with a supervision system and follow-up on course practice. This is also the implementation of the results of supervision, follow-up and evaluation of the course use, and to continually improve the course.

Development of learning process means teachers are preparing to manage learning (Learner analysis, designing learning activities, preparation of media and learning resources, and evaluation tools), and organizing the learning process as defined in the learning management plan, with measurement and evaluation using a variety of tools and methods with trace evidence of the measurement. The results are used to improve.

Development of media, innovation and technology for education means having information, action plans, and fundraising to develop innovative media, technology, and learning resources as required by the curriculum. Teachers and students can use innovative media, technology, and learning resources to achieve their objectives. There is a follow-up and evaluation of the use of technological innovation media. The results are reported and used to improve.

Development of quality assurance system in educational institutions means implementation of the internal quality assurance system implemented within the manual. There is a self-assessment and a report preparation for the self-assessment (Self-Assessment Report: SAR). This is also the preparation for external evaluation, propagation, quality evaluation results, and the use of the evaluation results to improve (Office of the Teacher Civil Service Commission and Educational Personnel, 2010: 136).

There are scopes and missions of managing educational institution in terms of academic in 4 areas as follows:

Independent Variables	Dependent Variables
<p>Status of respondents</p> <p>1. Sex</p> <p>1.1 Male</p> <p>1.2 Female</p> <p>2. Education level</p> <p>2.1 Bachelor's Degree</p> <p>2.2 Master's Degree</p> <p>2.3 Ph.D.</p> <p>3. Experience in administration</p> <p>3.1 lower than 1-5 years</p> <p>3.2 6-10 years</p> <p>3.3 11 years or more</p>	<p>Academic administration of educational institution administrator in 4 areas</p> <p>1. Development of school curriculum</p> <p>2. Development of learning process</p> <p>3. Development of media, innovation and technology for education.</p> <p>4. Development of quality assurance system in educational institutions</p>

Research Hypothesis

This research has the objectives as following; to study the academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2, and to compare the academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2, which is classified according to gender, education level and administration experience.

Research Methodology

Sampling: School administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 for 130 persons, by specifying the size of sample group according to the table of Krejcie & Morgan (Krejcie & Morgan: 1970). In this research, the researcher used the method of Simple random sampling.

Data Collection: The tool used in the data collection of this research is a questionnaire with the characteristics of the questions in 5 level rating scale according to Likert's concept (Likert's five rating scale). Then, the revised questionnaire will be brought to 5 experts to inspect and consider, which is consistent between the questions and definition of specific terminology (IOC: Index of Item-objective congruence) . After revised according to suggestions, then bring the questionnaire to experiment (Try-out) with 30 non-sample populations. After that, the questionnaire is brought for the analysis of confidence value for the entire questionnaire by the method of Alpha coefficient in accordance with the Cronbach method. The value is equal to 0.92. Then, the questionnaire is brought to collect data with the sample group.

Data Analysis: The data was analyzed using statistics such as percentage, average, standard deviation, t-test and Analysis of Variance (ANOVA).

Research Results

Analysis results of academic administration of school administrators in Bang Bua Thong under the Office of Nonthaburi Primary Education Service Area 2 can be summarized as follows:

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 in the overall is at the high level. When considered in each aspect, it was found that academic administration, development of learning processes which has the highest mean value at ($\bar{x} = 3.98$), followed by academic administration, development of quality assurance system in educational institutions which has the mean value at ($\bar{x} = 3.82$) and academic administration, development of media, innovation and technology for education which has the lowest mean value at ($\bar{x} = 2.81$) When considering each item of each section, it was found that:

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 regarding the development of school curriculum in the overall is at a high level ($\bar{x} = 3.68$). When considered in each aspect, it was found that the management provided a quality control system in terms of learning management and measurement and evaluation processes which has the highest mean value at ($\bar{x} = 4.20$), followed by the management promotes and encourages learners to change behavior in accordance with their intentions and objectives ($\bar{x} = 4.15$). As for the item with the least mean value, the management promotes and encourages to have a planning process of learning activity in all types. ($\bar{x} = 2.98$)

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 regarding the development of learning process in the overall is at a high level ($\bar{x} = 3.98$). When considered in each aspect, it was found that the management promotes and encourages the preparation of learning management plan that is consistent with the school curriculum which has the highest mean value at ($\bar{x} = 4.48$), followed by the management promotes and encourages a variety of learning processes ($\bar{x} = 4.20$). The management promotes and encourages learners to receive training and development to achieve learning according to the curriculum goals ($\bar{x} = 4.20$). As for the item with least mean value is the management promotes and encourages the teaching and learning that emphasizes importance ($\bar{x} = 3.01$).

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 regarding the development of media, innovation and technology for education in the overall is at a moderate level ($\bar{x} = 2.81$). When considered in each aspect, it was found that the management promotes and encourages the provision of things that help promote and encourage the teaching and learning which has the highest mean value at ($\bar{x} = 3.15$). As for the item with least mean value is the management facilitates teachers and students to organize learning activities ($\bar{x} = 1.68$).

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 regarding the development of quality assurance system in educational institutions in the overall is at a high level ($\bar{x} = 3.82$). When considered in each aspect, it was found that the management promotes and encourages the operation according to the development plan of quality assurance system in educational institutions with the highest mean value at ($\bar{x} = 4.20$), followed by the management have the organizing of organization structure ($\bar{x} = 4.16$). As for the item with least mean value is the management promotes and encourages the development planning of quality assurance system in educational institutions ($\bar{x} = 3.05$).

The comparison results of academic leadership of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education, which is classified by gender, education level and work experience. The results can be summarized as follows:

Teachers with different genders have opinions regarding the academic leadership of the school administrators with no difference in statistical significance at the level of 0.05, as shown in Table 1.

Table 1 The results of comparative analysis of the academic administration of educational institution administrators in Bang Bua Thong District under the Nonthaburi Primary Educational Service Area Office 2, classified by gender.

Academic administration	Gender				t	sig.
	Male		Female			
	\bar{x}	S.D.	\bar{x}	S.D.		
1. Development of school curriculum	3.68	0.39	3.87	0.46	85.60	3.21
2. Development of learning process	3.97	0.30	3.67	0.51	120.13	2.70
3. Development of media, innovation and technology for education	2.81	0.56	3.99	0.39	45.94	1.80
4. Development of quality assurance system in educational institutions	3.82	0.35	3.68	0.64	100.99	2.93
Total	3.57	0.40	3.80	0.50		

Teachers with different education level have opinions regarding the academic leadership of the school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education with no difference in statistical significance at the level of 0.05, as shown in Table 2.

Table 2 The results of comparative analysis of leadership of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education, classified by education level.

Academic administration	Source of Variance	SS	df	MS	F	sig.
1. Development of school curriculum	Between group	0.35	2	0.18	1.13	0.33
	Within group	12.53	128	0.16		
	Total	12.88	129			
2. Development of learning process	Between group	0.00	2	0.00	0.02	0.98
	Within group	7.62	128	0.09		
	Total	7.63	129			
3. Development of media, innovation and technology for education	Between group	0.85	2	0.43	1.37	0.26
	Within group	25.22	128	0.31		
	Total	26.07	129			
4. Development of quality assurance system in educational institutions	Between group	0.21	2	0.10	0.86	0.43
	Within group	9.76	128	0.12		
	Total	9.97	129			

Significance level 0.05

Teachers with different administration experience have opinions regarding the academic leadership of the school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education with no difference in statistical significance at the level of 0.05, as shown in Table 3.

Table 3 The results of comparative analysis of leadership of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education, classified by administration experience.

Academic administration	Source of Variance	SS	df	MS	F	sig.
1. Development of school curriculum	Between group	.259	1	.26	1.68	.198
	Within group	12.618	128	.15		
	Total	12.877	129			
2. Development of learning process	Between group	.033	1	0.03	.36	.55
	Within group	7.59	128	0.09		
	Total	7.62	129			
3. Development of media, innovation and technology for education	Between group	2.0	1	2.0	6.8	.07
	Within group	24.07	128	0.2		
	Total	26.07	129			
4. Development of quality assurance system in educational institutions	Between group	0.12	1	0.12	1.0	.32
	Within group	9.85	128	0.12		
	Total	9.97	129			

Significance level 0.05

Discussion and Conclusion

The academic administration of school administrators in Bang Bua Thong District under the Office of Nonthaburi Primary Education Service Area 2 in the overall is at a high level. This may be because the management gives priority to academic administration as it is the key of developing students to have more quality. As for the development of school curriculum, the management promotes and encourages the planning process for every learning activity. Allowing all personnel to participate in the development of school curriculum. Provide quality control system in learning management and measurement and evaluation processes. As for the development of learning process, the management promotes and encourages the teaching and learning that emphasizes importance and there are various learning processes. As for the development of quality assurance system in educational institutions. The management have arranged the responsible person for the quality assurance system in educational institutions and promotes and encourages for evaluation of performance according to the development plan of quality assurance system in educational institutions, which is consistent with the research of Nukul Wetsuwan (2007) which conducted the study on the opinions of school administrators and teachers towards academic administration in basic education institutions of the group of Satuk School 1 under the Office of Buriram Education Service Area 4 which found that in the overall is at a high level and consistent with Kitti Surawit, Komkrit Phumthong and Renu Wongkaew (2008) which conducted the study the academic administration of primary school administrators under the Bangkok Metropolitan Administration. The study found that the overall practice is at a high level which is consistent with Supattra Boonparn (2010) who conducted the study on the academic administration of primary school administrators under the Office of the Private Education Commission, Bangkok Education Area, Area 3. The study found that the academic administration of primary school administrators under the Office of the Private Education Commission, Bangkok Education Area, Area 3 according to the opinions of the management and teachers in the overall is at a high level which is consistent with the research of Wanpen Pisuttipong (2010) who conducted the study on the academic service of primary school

administrators in Khao Chakan District under the Office of Srakaew Education Area, Area 1 which found that in the overall and in each aspects are at a high level which is consistent with the research of Kraiwan Rattana (2014) who conducted the study on the academic administration roles of the school administrators under the Office of Songkhla Primary Education Area. The study found that the overall and each aspects are at a high level. As for the development of media, innovation and technology for education in the overall is at a moderate level. This may be because the media used in organizing teaching and learning activities are not enough and the budget that has been allocated is not enough. Therefore resulting in research results in the development of media, innovation and technology for education is at a moderate level, which is consistent with the research of Likit Setthabut (2008) who conducted the study on the role of school administrators towards the academic administration in educational institutions under the Office of Sisaket Primary Education Area, Area 1 which found that the results is at a moderate level which is consistent with the research of Kraiwan Rattana (2014) who conducted the role of academic administration of school administrators under the Office of Songkhla Primary Education Area which the results is at a moderate level.

The comparison results of academic administration of school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Service Area Office 2, which is classified by gender, education level and work experience. The results have no difference in statistical significance at the level of 0.05 which is consistent with the research of Nukul Wetsuwan (2007) who conducted the study on the opinions of school administrators and teachers towards the academic administration in basic educational institutions of the group of Satuk School 1 under the Buriram Education Service Area Office 4 which found that from the comparison which is classified by educational background and experience in the overall and each aspects. The results have no difference which is consistent with the research of Suthapa Klumnukul (2010) who conducted the study on the relationship between the academic administration of school administrators and organizational commitment of secondary school teachers under the Chachoengsao Education Service Area Office 2 which found that teachers with low experience, moderate experience and high experience have no difference in opinions on academic services of secondary school administrators. This conforms to Phianphan Kitphichitcharoen (2009) who conducted the research on the academic administration competencies of school administrators Under Nong Khaem District Office Bangkok, and found that Teachers teaching different levels, have no difference in the opinions of academic administration competencies of school administrators, in overall and in each aspect. In an overview and in each aspect, teachers with different teaching experience have no difference in opinions regarding the academic administration competencies of school administrators. Teachers with educational institution administrators with different work experience have different opinions on academic administration competency of school administrators in an overview and in particular point with statistically significant difference at.01 level. This is in accordance with Benjamas Yamsang (2010) who conducted the research on problems of academic administration of schools under the Chumphon Educational Service Area Office 1, and found that schools of different sizes had problems in academic administration with no difference. School administrators and teachers had problems in academic administration with no difference. However, this is not consistent with Prichai Lohachai (2009) who conducted the research on the academic administration of basic school administrators as perceived by the School Academic Heads of Office of Yala Educational Service Area 2, and found that the academic heads of educational institutions with 1-5 years of experience in the positions and more than 15 years of viewed towards academic administration of administrators and the basic school were statistically significant difference at the.05 level. This is also not consistent with Jermisittiparsert and others (2016) who

conducted a comparative study of the efficiency and the effectiveness of primary education management between the provincial administrative organisation and the office of the basic education commission: a service user satisfaction survey which found that the users satisfaction towards primary school management by PAO and OBEC with similar amounts of students within the same province of the PAO school in question contained a considerable statistical value of.01.

Recommendations

Regarding the development of educational institution curriculum, it was found that the administrators promote and encourage the planning process for all types of learning activities for lowest. Therefore, the school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office should promote and support to have the planning process before organizing all types of learning activities consistently for maximum efficiency.

Regarding the development of learning process, it was found that the administrators support to organize the teaching and learning which emphasize on importance for lowest. Therefore, the school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office should promote the organizing of teaching and learning which emphasize on importance appropriately for maximum efficiency.

Regarding the development of media, innovation and technology for education, it was found that the administrators facilitate teachers and students to organize learning activities for lowest. Therefore, the school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office should facilitate teachers and students to organize learning activities continuously for maximum benefits.

Regarding the development of quality assurance system in educational institutions, it was found that the administrators promote and encourage to have the development planning for quality assurance system in educational institutions for lowest. Therefore, the school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office should promote and encourage to have the development planning for quality assurance system in educational institutions appropriately for maximum efficiency.

Further Research

There should be a comparison study on the academic administration of school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office 2 in accordance with the opinions of teachers in Bang Bua Thong District under the Nonthaburi Primary Education Area Office 2.

There should be a study on the academic administration of school administrators in Bang Bua Thong District under the Nonthaburi Primary Education Area Office 2 which received various types of awards.

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