

STUDY OF CONDITIONS AND PROBLEMS OF ADMINISTRATIVE COMPETENCE OF SCHOOL PRINCIPALS ACCORDING TO PROFESSIONAL STANDARDS

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ABSTRACT

The purposes of this research were to 1) survey school principals' administrative competence levels, 2) survey the levels of problems in the principals' administration, and 3) propose the recommendations for school principals' administration.

The purposive sampling was used to get 200 principals of schools that joined teaching professional internship project of the fifth-year students, Faculty of Education, Suan Sunandha Rajabhat University in both semesters of the academic year 2016, as the participants of the study.

The instrument was a questionnaire concerning conditions and problems of administrative competence of school principals according to Teachers' Council professional standards. The questionnaire includes 3 administrative professional standards: knowledge and professional experience standard, performance standard, and code of conduct standard (professional ethics). The questionnaire was a five-scale evaluating form. The statistics used in this research were frequency, percentage, standard deviation, and content analysis.

The findings revealed:

1. Considering the conditions of school principals' administrative competence levels, the school principals were able to perform their administrative competence according to Teachers' Council professional standards at the 'high' level. Among the 3 administrative professional standards, the code of conduct standard (professional ethics) was rated the 'highest' level, while the knowledge and professional experience standard and the performance standard were at the 'high' level. It was found that the school principals of the small-sized schools and the schools under the jurisdiction of Bangkok Metropolitan Administration were rated the 'highest' level with the highest average score for administrative competence according to Teachers' Council professional standards.

2. Considering the problems of school principals' administrative competence levels, it was found that the overall problems revealed at the 'minimal' level. Among the 3 administrative professional standards, the problems of the knowledge and professional experience standard and the performance standard were at the 'minimal' level, while the problems of the code of conduct standard (professional ethics) was found at the 'least' level. It was found that the problems of the small-sized schools and the schools under the jurisdiction of Bangkok Metropolitan Administration were at the 'minimal' level.

3. The recommendations for school principals' administration are divided into two parts.

3.1 Recommendations for developing professional knowledge include the followings. 1) There should be the training to increase essential professional knowledge on administrative performance, principles and process of educational administration, educational policy planning and management, academic administration, clerical, financial and supply administration, and buildings and maintenance administration. 2) There should be websites or accessible technology for providing professional knowledge. 3) There should be the assessment on potentiality and readiness for educational administration according to Teachers' Council professional standards.

3.2 Recommendations for performance development include the followings. 1) Ministry of Education should allocate fund for teacher and educational personnel development continuously and

nationwide. 2) Schools should have connections with local universities in order to seek for consultation on administration. 3) School principals should promote conducting research continuously and systematically in order to develop education quality and encourage teachers to create educational innovations for learner development.

Keywords: Administrative Competence of School Principals according to Professional Standards

INTRODUCTION

Amidst the big national Thailand reform consisting of various reforms in all aspects, totally 77 agendas such as politic, energy, health and environment and one of those which is a vital element is “Educational Reform”. The education is the significant mechanism of national reform since it is a learning process for people’s and society’ growth (Office of Education Council, B.E 2545) and also the main process of delivering and developing human resources which will help drive the nation to achieve the objectives. Moreover, it is also the startup of occupational creativity, the driving factor of the economic growth. The target of the national reform has been contained in Thailand 20-Year National Strategic Plan (B.E 2560-2579) to be used as a guideline for national driving as well as a framework to set out the development policies and plans.

Consequently, it is necessary to expedite the implementation through “education” under the variety of educational reform recommendations. The educational management is one of those proposing to upgrade the education quality i.e. the National Reform Council’s recommendations of reforming the educational system and human resource development to keep up with the global change. Such recommendations consist of 2 parts (the National Reform Council, B.E 2558); decentralization and reform of educational system. Firstly, the strategy of decentralization is considered as the main one for the educational development of which the objective is to “reform the educational management system through down-sizing the educational management at all levels and turn the government sector’s role from “the education service provider” to be “the education service deliverers”. Secondly, the reform of educational system, it is proposed to increase the effectiveness of the educational management in an educational institution through delegation of authority and responsibility to each educational institution to increasingly allow them to manage their monetary matters and resources, human resource and academic matters autonomously. In addition, the inspection mechanism is also proposed with management measure to monitor them to be responsible for students’ achievement in case students’ achievements are not in accordance with the target. As per the above reform, it is placed an importance on operating units or educational institution; therefore, the key of success is to manage the educational institutions under the reforming guideline through the management of “the educational institution administrators” and this is in line with the study result of Kraiyos Phatarawat, Somkiat Tangkijvanich and colleagues (B.E 2556) finding that the effectiveness of school management statistically causes a significant effect to the students’ achievements. One of the factors having an effect on the educational quality is the educational institution administrators and teachers’ responsibilities towards the students’ achievements. Considering the analysis of teacher development status together with the proposed guideline of teacher development for student achievement (Office of the Education Council, B.E 2556), it is found that there are 9 factors related to teacher quality development for student achievement and the educational institution administrators are one of those factors resulting to the aforementioned quality.

The Faculty of Education, Suan Sunanda Rajabhat University, as the educational institution having main tasks to develop teachers to be professional responding to the educational reform, realizes the important of the educational institution development to be carried on by those educational institution administrators since it is an important agenda of the educational reform. In addition, those educational institution administrators’ managerial competency is the key of driving the educational institutions to be

achieved. Thus, it deems appropriate to study their condition and competency problem by surveying their operating performance as well as their problems arisen from such operating performance so as to gain the survey result for developing recommendations and guideline for developing their managerial competency to upgrade the educational quality level and be ready for the cabinet's recommendations for educational reform which shall be deployed in B.E 2560 onwards.

OBJECTIVES

To survey the educational institution administrators' managerial competency 2)To survey problem level of educational institution administrators' management and To arrange a guideline of management for educational institution administrators.

For this study, the quantitative research was applied for survey on educational institution administrators' managerial competency and the problem level arisen from their educational institution management by creating a research tools of "Questionnaire for condition and managerial competency problem of educational institution administrators as per the professional standard of the Teacher Council of Thailand" covering 3 aspects of the teacher professional standard; professional knowledge and experience standard, operating standard and professional ethics standard so as to inquire the educational institution administrators of the schools participating in the student field experience project of the Faculty of Education, Suan Sunanda Rajabhat University during the academic year of B.E 2559, the first and second semesters.

METHODOLOGY

Population, Samples and Sample Random

Population Primary educational institution administrators under Ministry of Education, Ministry of Interior and Bangkok Metropolitan, totally 57,899 persons (Office of Education Council, B.E 2559).

Samples Primary educational institution administrators under Ministry of Education, Ministry of Interior and Bangkok Metropolitan in the schools participating in the student field experience project of the Faculty of Education, Suan Sunanda Rajabhat University during the academic year of B.E 2558, the first and second semesters, totally 200 persons.

Sample Random The purposive sampling method was applied to the sample random; the educational institution administrators of the schools participating in the student field experience project of the Faculty of Education, Suan Sunanda Rajabhat University during the academic year of B.E 2559, the first and second semesters, totally 200 persons.

Research Tools

1. The research tools used for this study is the questionnaire for condition and managerial competency problem of educational institution administrators as per the professional standard of the Teacher Council of Thailand consisting of 3 parts as follows:

Part 1 General Information of respondents, totally 5 items; gender, service term, type of educational institution and size of educational institution which are in the check-list format.

Part 2 Information of condition and managerial competency problem of educational institution administrators as per the professional standard of the Teacher Council of Thailand, totally 36 items inquiring about the level of their working competency problem and managerial problem. This part was created under the professional standard of the Teacher Council of Thailand covering 3 aspects of the teacher professional standard; professional knowledge and experience standard, operating standard and professional ethics standard. The rating scale format was applied for this part dividing into 5 levels under Likert's concept (Likert Five Rating Scale) whereas Part 3 was other suggestions in a form of open end questions.

2. Setting and Assessment of Research Tools Used for Data Collection

- 2.1 Studying documents and information, researches, articles related to managerial competency of educational institution administrators and other related documents
- 2.2 Studying samples of tools and other related documents
- 2.3 Setting a draft of tools
- 2.4 Proposing the said draft for review of the expert in methodology, educational assessment and evaluation and the expert with experience in management and for assessment of research tools of content validity, compliance of item-objective congruence, IDC as well as language usage and correctness for later amendment
- 2.5 Trying out the improved questionnaires with 30 populations who were not the sample ones so as to acquire the quality of tools based on reliability of the questionnaires by using Cronbach's alpha coefficient.
- 2.6 Improving and setting the complete questionnaires to be ready for use with the samples.

Data Collection

Data collection was made by using the questionnaires for condition and managerial competency problem of educational institution administrators as per the professional standard of the Teacher Council of Thailand and filled out by the educational institution administrators of the schools participating in the student field experience project of the Faculty of Education, Suan Sunanda Rajabhat University during the academic year of B.E 2559, the first and second semesters, totally 200 persons.

Data Analysis

1. Analyzing the basic statistic value of samples to know the descriptive statistic characteristic of the samples; frequency, percentage by using SPSS for Window Program.
2. Analyzing the value of the arithmetic mean with standard deviation (S.D.) of the managerial competency level of the educational institution administrators and their managerial problem level.
3. Analyzing contents gained from Part 3.

RESULTS

Table 1 Condition and problem of operating under managerial competency of educational institution administrators as per the professional standard of the Teacher Council of Thailand

competency of educational institution administrators	School O.															
	Primary O.				Second O.				Bangkok O.				Private O.			
	Condition		Problem		Condition		Problem		Condition		Problem		Condition		Problem	
	—	Inter	—	Inter	—	Inter	—	Inter	—	Inter	—	Inter	—	Inter	—	Inter
	\bar{X}		\bar{X}		\bar{X}		\bar{X}		\bar{X}		\bar{X}		\bar{X}		\bar{X}	
	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting	(S.D.)	preting
1. Knowledge & Experience	4.73	high	1.99	low	4.09	high	1.38	low	4.96	high	2.75	average	3.41	average	1.00	low
	(0.13)	est	(0.10)		(0.18)		(0.29)		(0.05)	est	(0.37)		(0.38)		(0.00)	st
2. Operating standard	4.71	high	1.92	low	4.19	high	1.14	low	4.99	high	2.42	low	3.60	high	1.00	low
	(0.13)	est	(0.10)		(0.19)		(0.24)		(0.02)	est	(0.41)		(0.30)		(0.51)	st
3. Professional ethics standard	5.00	high	1.38	low	5.00	high	1.00	low	5.00	high	2.14	low	3.67	high	1.00	low
	(0.00)	est	(0.23)		(0.00)		(0.00)		(0.00)	est	(0.37)		(0.38)		(0.00)	st
Total	4.81	high	1.76	low	4.30	high	1.17	low	4.99	high	2.44	low	3.56	high	1.00	low
	(0.08)	est	(0.13)		(0.25)		(0.17)		(0.02)	est	(0.36)		(0.35)		(0.00)	st

CONCLUSION AND FUTURE WORK

The conclusion of the survey on condition and problem of operating under managerial competency of educational institution administrators as per the professional standard of the Teacher Council of Thailand and arrangement of recommendations for managerial operating of the educational institution administrators were divided into 4 parts as follows :

Part I Condition of operating under managerial competency of the educational institution administrators

The education institution administrators could perform their duties under the managerial competency as per the professional standard of the Teacher Council of Thailand at a more level and it was found that in term of the professional ethics standard, they could perform at the most level whereas their operating standard and knowledge & experience were only at a more level. These could be classified on individual standard basis as follows:

Professional knowledge & experience standard : It was found that there were 2 aspects that they could perform at the most level; general Affairs & student activities and morality & ethics whereas the curriculum and instruction as well as learning measurement & assessment means were lowest.

Operating standard : It was found that there were 3 aspects that they could perform at the most level; firstly, having the highest mean - being a role model and secondly - their leadership & leader building and lastly - creative cooperation with community and concerned authorities. In view of their development and innovation for respective highest efficiency, it was only at more level and lowest mean.

Professional ethics standard : It was found that there were 4 aspects that their performance could be at the most level ; firstly, having the highest mean - the ethics towards clients , secondly - the ethics towards themselves and society and lastly, at lowest level - their professional ethics.

Part 2 Condition of operating problem under managerial competency of the educational institution administrators

An overview of condition of operating problem under managerial competency of the educational institution administrators appeared in low level and considering on individual standard basis, there were 2 standards having low problems and those were firstly, the professional knowledge & experience standard and secondly, the operating standard and lastly, which was lowest, professional ethics standard.

Upon classification on individual standard basis, it was found that their professional knowledge & experience standard varied in 5 aspects which were in low level; firstly, having the highest mean - professional development, secondly - curriculum, instruction and learning measurement & assessment, and academic leadership. Another 2 aspects having the lowest problem condition were morality & ethics and general affairs & student activities.

In term of the individual standard basis, there were 10 aspects having low problems; firstly, having highest mean - the education institution administrators' development and deployment of management innovation until subsequently obtaining more effective results, secondly - their decision making with recognition of effect maybe arisen towards their educational institutions' personnel, students and community, and their operating on long term result basis. Another 2 aspects having lowest problems were their commitment to develop their colleagues to perform duties with utmost capabilities and being a role model, respectively.

For the professional ethics standard, it was found that there were 4 aspects having the lowest problems; firstly, having the highest mean - their professional ethics, secondly - ethics towards clients and lastly - ethics towards themselves whereas the lowest mean was the ethics towards society.

Part 3 Comparison of condition and operating problems under managerial competency of the educational institution administrators as per the professional standard of the Teacher Council of Thailand

1. The comparison was classified on school size basis and found that all 4 sizes of schools had an overview of significant different operating condition of 0.05 ; firstly - the small-size schools showing the highest mean with the most managerial competency of the educational institution administrators, secondly- medium-size and large-size schools were at more level whereas lastly - the special large-size schools showing only moderate level of operating under managerial competency of the educational institution administrators as per the professional standard of the Teacher Council of Thailand.

2. The small-size schools significantly had the different condition of problems from the medium-size, large-size and special large-size schools of 0.05. Only less problems occurred with highest mean in small-size schools whereas another 3 types of schools had problems at the least level and the medium ones had the highest mean followed with large and special large ones, respectively.

3. Among those schools operated under 4 authorities, Bangkok Metropolitan Administration's schools had the most highest competency followed with schools under the Office of Primary Education Service Area and the Office of Secondary Education Service Area which were at more level whereas schools under the Office of the Private Education Commission was at the more level with lowest mean of problems.

4. The condition of problems in Bangkok Metropolitan Administration' s schools were at low level with highest mean whereas in the Office of Primary Education Service Area' s and the Office of Secondary Education Service Area' s schools were lowest same as the schools under the Private Education Commission whose mean of problems was also lowest.

Part 4 Recommendations for operating under managerial competency of the educational institution administrators

The following recommendations consist of 2 parts; recommendations for development of professional knowledge and development of operation as shown below :

1.1 Recommendations for development of professional knowledge

1) To arrange the professional knowledge training required for operating, 2) authorities concerned to create an easy access website or technology media for publicizing the professional knowledge, 3) authorities concerned to arrange an assessment of capability and readiness in educational management as per the professional standard of the Teacher Council of Thailand to analyst weak point of capability and readiness and apply those information gained for promotion and development to be in line with an individual requirement and 4) authorities concerned to encourage network setting on good and effective school concept.

1.2 Recommendations for development of operation

1) the Ministry of Education to expedite the establishment of the development funds for teachers, lecturers and educational personnel as stipulated in the National Education Act. B.E. 2542 and revision B.E. 2545 so as to provide budget for developing teachers continuously and inclusively, 2) the educational institutions to coordinate and seek cooperation with local universities or experts to be as advisors participating in academic works, curriculum design, measurement and assessment including educational innovation and 3) the educational institution administrators to continuously encourage systematic researching for educational quality development within their institutions.

RECOMMENDATIONS

Recommendations for deployment of this research

1) The central authorities and the offices of education service area should follow up with the recommendations raised in this research.

2) The central authorities and the offices of education service area should help develop and upgrade the competency level of the educational institution administrators especially professional knowledge & experience as well as operating standards.

Recommendations for future research

1) The research and study on condition and operating problems under managerial competency of the educational institution administrators as per the professional standard of the Teacher Council of Thailand should be conducted by increase the samples such as teachers, educational institution committees, parents and students in order to gain inclusive conclusion in all respects.

2) The research and study should be conducted to develop strategy of upgrading the competency level of educational institution administrators as per the professional standard of the Teacher Council of Thailand.

3) The research and study should be conducted to search for key factors of managerial achievement for educational institution administrators as per the professional standard of the Teacher Council of Thailand.

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