

A MODEL OF ACADEMIC ADMINISTRATION - BASED ON WORLD CLASS STANDARD SCHOOLS IN SECONDARY EDUCATIONAL SERVICE AREA¹

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Abstract

The research objectives were 1) to investigate conditions, problems and solution guidelines, and factors supporting academic administration; 2) to create the academic administration model and instruction manual and to confirm basically; and 3) to study the results of implementing. The research was divided into 3 phases: 1) to investigate conditions, problems and solution guidelines, and factors supporting academic administration; instrument used was a questionnaire analyzed by frequency, percentage, mean, and standard deviation; the solution guidelines used an open-ended questions analyzed by grouping; 2) to create the academic administration model and instruction manual and to confirm basically; instrument used was a structured interview form analyzed by analytic induction and descriptive analysis; and 3) to study the results of implementing; instruments used were the academic administration model and instruction manual, a form of supervision, monitoring, and following-up in accordance with PDCA quality cycle, meeting note-taking analyzed by using content analysis and summarized issues. The results found that 1) the conditions in term of practice / reality were at a high level; problems were several aspects; the schools should have a quality management system and participatory

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administration; factors supporting academic administration were three potentials overall at a high level; 2) the results of creating the academic administration model and using manual and to confirm basically composed of 6 components; 3) the results of implementing were the operative results of all group of research participants were overall at the highest level.

Keywords: Academic administration model; world class standard schools; secondary educational service area

Introduction

World class standard schools referred to the schools that provided the instruction focusing on students to having desirable characteristics in being comparable to the world class standard. The students had the potential to be the world citizen by enhancing the quality of instructing and quality management system to increase the students' desirable characteristics to the national standard as follows: intellectual students were defined as perceiving a Thai society clearly, an international society, special ability in creative thinking, fashionable persons, world events, technology, acquiring and self-learning; virtue students were defined as quality way of life both mentally and behavior, self-discipline and society, self-control, live with others, self-improvement with full potential; and happy students were defined strong physical, cheerfulness, good heart, happiness in learning and working. The world class standard schools had remained being the schools that had to develop the students' desirable characteristics as being national citizens, and reflecting on students' quality leading to students competencies and desirable characteristics in accordance with core education for basic education in B.E. 2551 (2007). (Upper Education Secondary Bureau, Office of the Basic Education Commission, Ministry of Education, 2011)

For instance, Upper Education Secondary Bureau, Office of the Basic Education Commission, Ministry of Education. (2010) defined that quality management system was a key mechanism for driving and improving schools toward world-class standard schools. This would cause the instructional characteristics affecting to the students as the target destination of educational management system. It was accepted that it had been a system that would develop the organization to achieve the best procedures based on the operational criteria of the Thailand Quality Award (TQA) leading to develop the capability in organizational management in order to have a world-class practice and operational outcomes.

As we had known that the academic administrator was a heart of developing world class standard schools, a variety of problems had still remained in consistent with the study of Kaewla et al. (2015) concerning the

problems of administration toward world class standard schools under Secondary Educational Service Area office 37, the results showed that the level of problem administration toward world class standard schools under Secondary Educational Service Area office 37 in all 3 aspects were found at the moderate level and students with specific skills that could be selected to perform at the national and international levels should be supported.

Because of some problems mentioned above, previously, the academic administration of world class standard schools did not get along in the same direction. The instructional management system was focused on developing at a point, did not view as a holistic on measurable learning outcomes, especially in literacy and numeracy; the lack of quality teachers particularly, English teachers who were native speakers due to the school was far away from the city; administrators lacked of academic leadership that played important roles in promoting teaching and learning as well as the lack of fundamental factors supporting the academic administration because of the small school had the small number of government budget. The school's mission was still developing and enhancing the project implementation to world class standard level, not only the development of teachers to meet the needs but also carrying on to develop the school quality management system as well as the establishment and operation of partner schools/networks.

Furthermore, the consequences of academic failure were not confined to the actual period of formal schooling but policies in many schools prevent students who had failed courses from participating in extracurricular activities as world class standard schools, many of which had positive influences on student development. Finally, the implementation of these policies had broadened to the student to stimulate greater interest among schools and teachers in students' academic outcomes. However, it depended on performance which engaged with world class standard situation and manage the complexity in a holistic and procedures involved in the suitable approach.

As a researcher who has been a school director of a world class standard school, I would like to create a model of academic administration - based on world class standard schools in Secondary Educational Service Area in order to conduct the same procedures for developing the academic

administration, to coordinate with teachers in developing academic curriculum for students, to monitor students' academic progress and performances, to supervise and improvise the learning management systems and processes, and to maintain the highest standards in academic administration functions. In addition, the research results will be the new knowledge for the administrative innovation in developing schools toward the world class standard level in order to help the country in the future.

Research Objectives

1. To investigate the conditions, problems and solution guidelines, and factors supporting academic administration
2. To create the academic administration model and instruction manual and to confirm basically.
3. To study the results of implementing the academic administration model and instruction manual.

Materials and Methods

The studying of a model of academic administration – based on world class standard schools in Secondary Educational Service Area was conducted with mixed methods between quantitative and qualitative research. The quantitative methods consisted of the investigation of the conditions, problems and solution guidelines, and factors supporting academic administration; and the qualitative methods consisted of the creating of the academic administration model and instruction manual, the confirmation basically, and the studying of the results of implementing. The research was divided into 3 phases as follows:

Phase 1: The investigation of the conditions, problems and solution guidelines, and factors supporting academic administration, the key informants were selected by purposive sampling specially the personnel involved with administration and implementation 3 representatives of each school as follows: 1) 191 school directors, 2) 191 deputy directors in

administrative department, and 3) 191 representatives of head subject department, one representative each school, for a total of 573 informants; the operations were divided into 3 steps as follows:

Step 1.1: The studying of the conditions in four aspects; 1) curriculum development, 2) instructional activity management, 3) educational measure and evaluation and 4) instructional supervision, the instruments used for collecting data consisted of a five-rating scale questionnaire and open-ended questions, data were analyzed by frequency, percentage, mean, standard deviation and summarizing contents.

Step 1.2: The studying of problems and solution guidelines for academic administration – based on world class standard schools in Secondary Educational Service Area, instrument used was an open-ended question, data were analyzed by grouping, frequency and arranging in order from high to low.

Step 1.3: The studying factors supporting for academic administration - based on world class standard schools in Secondary Educational Service Area in three potentials concerning 1) administrators 2) teachers-personnel, and 3) fundamental factors: the instrument used for collecting data consisted of a questionnaire, data were analyzed by mean and standard deviation.

Phase 2: The creating and confirming the academic administration model based on world class standard schools in Secondary Educational Service Area were divided into 3 steps as follows:

Step 2.1: The study of the academic administration guidelines from schools that provided the outstanding or best practice in the academic administration, the key informants were divided into two groups: the first group was composed of three administrators in Secondary Educational Service Area providing the outstanding or best practice in the academic administration, selected by purposive sampling at least one qualification, the second group was composed of two administrators involving with the project enhancing quality toward the world class standard awarded the Office of the Basic Education Commission Quality Award (OBECQA) in 2014-2015 selected by purposive sampling. The content consisted of four aspects:

1) curriculum development, 2) instructional activity management, 3) the educational measurement and evaluation, and 4) instructional supervision, instrument used for collecting data was a structured interview, data were analyzed by using analytic induction and descriptive analysis.

Step 2.2: The drafting of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area: the key informants were divided into two groups: the first group was the research participants in the step of drafting the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area, was composed of school directors, deputy directors in administrative department, and representatives of head subject department under Secondary Educational Service Area Office 34, three of five schools, for a total of 15 informants; the second group was one former administrator who had experiences in academic administration of the world class standard schools in the Secondary Educational Service Area and two supervisors who had knowledge and experiences concerning academic administration of the world class standard schools in Secondary Educational Service Area. The instrument used for collecting data was the participatory action research according to Kemmis and McTaggart (2000) in planning (P). Data were analyzed by the result summarized for drafting the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area and the data results for drafting the model and instruction manual were analyzed by descriptive analysis.

Step 2.3: The evaluation of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area for the basic confirmation before implementing in terms of suitability, feasibility, and utility of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area: the key informants were divided into two groups: the first group composed of four experts selected by purposive sampling such as school directors in the Secondary Educational Service Area and experts who had knowledge, principles, concepts, and theories of school

academic administration of world class standard schools, the second group was composed of three directors of world class standard schools selected by purposive sampling. The instruments used to collect this data included the model evaluation form and the instruction manual of the academic administration model based on world class standard schools of the Secondary Educational Service Area was a questionnaire developed by the researcher divided into 3 parts as follows: the first part was an evaluation form evaluated the suitability, feasibility, and utility of the academic administration model based on world class standard schools of the Secondary Educational Service Area, were analyzed by mean and standard deviation, the second part was an evaluation form evaluated the feasibility, and utility of the instruction manual, were analyzed by mean and standard deviation, and the third part was an open-ended form or unstructured questionnaire, were analyzed by summarizing and presenting data from descriptive analysis.

Phase 3: The studying of the results of implementing the academic administration model and instruction manual was divided into 3 steps as follows:

Step 3.1: The implementation of the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in terms of action (A). The key informants were the same group as step 2.2. The instrument used for collecting data consisted of 1) an academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area, 2) a form of supervision, monitoring, and following-up in accordance with PDCA quality cycle, 3) meeting take notes to verify the results of the experiment of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area. Data were collected by using participatory action research (PAOR) according to Kemmis and McTaggart (2000), the researcher observed and monitored the operations by each steps of the determined calendar, the data were analysis by content analysis and summarized issues.

Step 3.2: The evaluation of the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in terms of observation (O). The key informants were the same group as Step 2.2. The instrument used for collecting data was a structured interview, data were analyzed by analytic induction and presented data from descriptive analysis.

Step 3.3: The evaluation and reflection of the operational results of the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in terms of reflection (R). The key informants were the same group of Step 2.2. The research instrument used in this study was a questionnaire regarding the evaluation and reflection of the operational results of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area divided into three parts as follows: The first part was a check list questionnaire inquiring general information of informants, data were analyzed by frequency and percentage, the second part was regarding the operational results of the academic administration model and instruction manual based on world class standard schools, data were analyzed by mean and standard deviation, and the third part was an open-ended form or unstructured questionnaire asking concerning problems, solution guidelines, and the recommendations regarding the operational results of the academic administration model and instruction manual based on world class standard schools under Secondary Educational Area office 34 which were participated in the research. Data were analyzed by using analytic induction and presenting data from descriptive analysis.

Results and Discussion

The results of investigating the model of academic administration – based on world class standard schools in Secondary Educational Service Area were as follows:

Phase 1: The results of investigation the conditions, problems and solution guidelines, and factors supporting academic administration, the operations were divided into 3 steps:

Step 1.1: The results of investigating the academic administrative conditions - based on world class standard schools in Secondary Educational Service Area were shown in table 1:

Table 1: Academic Administrative Conditions (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Academic Administrative Conditions	\bar{x}	S.D.	Meaning
1.	Curriculum development	4.34	0.84	High
2.	Instructional activity management	4.21	0.89	High
3.	Educational measurement and evaluation	4.16	0.92	High
4.	Instructional supervision	4.14	1.01	High
Total Average		4.21	0.92	High

From Table 1 was the results of the academic administrative conditions based on world class standard schools in Secondary Educational Service Area: four aspects were overall at a high level ($\bar{x} = 4.21$, S.D. = 0.92) when considering by each aspect arranged from the highest average scores to the lowest average scores, it was found that curriculum development was at the highest level ($\bar{x} = 4.34$, S.D. = 0.84), followed by instructional activity management ($\bar{x} = 4.21$, S.D. = 0.98), educational measurement and evaluation ($\bar{x} = 4.16$, S.D. = 0.92), and instructional supervision was at the lowest level ($\bar{x} = 4.14$, S.D. = 1.01).

The details of academic administrative conditions results were shown in table 2-5 as follows:

Table 2: Academic Administrative Conditions in Terms of Curriculum Development (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Curriculum Development	\bar{x}	S.D.	Meaning
1.	Director creates awareness in the development of school curriculum according to instruction manual based on world class standard school for teachers and personnel.	4.46	0.77	High
2.	Schools have studied and analyzed the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) by comparing to the curriculum based on world class standard school.	4.49	0.83	High
3.	Schools provide knowledge and understanding based on world class standard school for teachers and personnel.	4.43	0.78	High
4.	Schools organize the meeting seminar with educational agencies regarding the administration and implementation curriculum based on world class standard school.	4.48	0.83	High
5.	Schools have informed teachers - personnel to understand the purpose of implementing curriculum based on world class standard school.	4.40	0.77	High
6.	Schools have public relations for relevant persons to perceive the guidelines for organizing learning activities in world class standard school.	4.40	0.73	High
7.	Schools provide a Memorandum of Understanding (MOU) of curriculum based on world class standard school with network partners and related agencies.	4.24	0.89	High
8.	Schools provide courses that promote the best practice responding to aptitude, interesting and potential of learners	4.42	0.80	High
9.	Schools prepare alternative courses that are comparable to courses based on world class standard school.	4.32	0.84	High

Table 2: (continued)

No.	Curriculum Development	\bar{x}	S.D.	Meaning
10.	Schools propose and disseminate the best practices of world class standard school on various occasions	4.25	0.82	High
11.	Schools develop school curriculum by integrating the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) with the school curriculum based on world class standard school.	4.38	0.88	High
12.	Schools have evaluated the implementation of school curriculum in comparing with the curriculum based on world class standard school every semester.	4.19	0.97	High
13.	Schools have prepared the school curriculum in accordance with the world class standard school development plan.	4.44	0.78	High
14.	Teachers have studied the objectives of the school curriculum comparing to the curriculum based on world class standard school.	4.29	0.79	High
15.	Teachers participated in the analysis the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) by comparing with the curriculum based on world class standard school.	4.29	0.84	High
16.	Curriculum management committee (CMC) has developed a model of the curriculum based on world class standard school.	4.27	0.82	High
17.	Curriculum management committee (CMC) has knowledge and understanding the curriculum based on world class standard school.	4.36	0.81	High
18.	Curriculum management committee (CMC) is able to develop school curriculum comparing to the curriculum based on world class standard school.	4.25	0.91	High
19.	Curriculum management committee (CMC) has studied the model of the curriculum management based on world class standard school.	4.03	1.07	High
Total Average		4.34	0.84	High

Table 3: Academic Administrative Conditions in Terms of Instructional Activity Management (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Instructional Activity Management	\bar{x}	S.D.	Meaning
1.	Schools have investigated information concerning the potential of teachers-personnel in order to prepare for the development.	4.13	0.98	High
2.	Schools have examined the learning results that correspond to the standards and indicators of school curriculum comparing to the curriculum based on world class standard.	4.21	0.88	High
3.	Schools have revised the implementation of teacher lesson plans in order for leading to the quality learning management.	4.22	0.90	High
4.	Schools have supervised the learning management of teachers leading to the learning management based on world class standard.	4.27	0.88	High
5.	Schools have encouraged teachers to conduct classroom action research (CAR).	4.28	0.88	High
6.	Teachers have studied the standards and indicators of the school curriculum comparing to the curriculum based on world class standard school.	4.25	0.88	High
7.	Teachers prepare a learning management plan according to standards and indicators of the school curriculum comparing to the curriculum based on world class standard.	4.26	0.84	High
8.	Teachers provide the learning management activities according to standards and indicators of the school curriculum comparing to the curriculum based on world class standard.	4.28	0.80	High
9.	Teachers have recorded the results of learning management activities after implementing the lesson plan.	4.24	0.84	High

Table 3: (continued)

No.	Instructional Activity Management	\bar{x}	S.D.	Meaning
10.	Teachers have reported the results of learning management activities every semester.	4.27	1.03	High
11.	Teachers have planned for the development of the learning and teaching process in terms of independent study (IS).	4.34	0.87	High
12.	Teachers have planned for the development of the learning and teaching process in terms of the second foreign language.	4.32	0.79	High
13.	Teachers use books, textbooks, learning media in foreign languages for organizing learning management activities.	4.01	0.99	High
14.	Teachers have organized learning management activities that focus on learners to be able to use English for communication fluently.	4.12	0.92	High
15.	Teachers have organized learning management activities that support learners to enable creative thinking.	4.28	0.77	High
16.	Teachers have organized learning management activities for students to create projects according to the potential of learners.	4.29	0.89	High
17.	Teachers have organized learning management activities that focus on the potential differences of the students.	4.20	0.82	High
18.	Teachers do the research to improve student quality continuously.	3.99	0.94	High
19.	Teachers analyze individual learners before organizing learning management activities.	4.14	0.84	High
Total Average		4.21	0.89	High

Table 4: Academic Administrative Conditions in Terms of Educational Measurement and Evaluation (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Educational Measurement and Evaluation	\bar{x}	S.D.	Meaning
1.	Schools clarify teachers - personnel to understand the objectives of measurement and evaluation according to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)	4.36	0.87	High
2.	Schools use the system to measure and evaluate comparing to the world class standard.	4.26	0.83	High
3.	Schools have supervised the measurement and evaluation of learning in accordance with the standards and indicators according to the school curriculum comparing to the curriculum based on world class standard school.	4.28	0.89	High
4.	Schools provide enough instruments used for measuring and evaluating for each learning area.	4.27	0.83	High
5.	Schools have appointed a committee to construct the tests.	3.87	1.04	High
6.	Schools have appointed a committee to analyze the tests.	3.82	1.07	High
7.	Schools provide a test analysis system before being used to measure and evaluate.	3.86	1.02	High
8.	Schools have encouraged to support teachers-personnel to attend for training on measurement and evaluation regularly.	4.21	0.88	High
9.	Schools have reported the results of the measurement and evaluation of learning management activities to parents every semester.	4.43	0.82	High
10.	Teachers use the results of classroom action research (CAR) to improve learning activities	4.10	0.93	High

Table 4: (continued)

No.	Educational Measurement and Evaluation	\bar{x}	S.D.	Meaning
11.	Teachers have comprehensive measurement and evaluation of standards and indicators according to the school curriculum comparing to the world class standard.	4.23	0.86	High
12.	Teachers have measured and evaluated learning according to the lesson plan before and after learning.	4.20	0.88	High
13.	Teachers use technology for measurement and evaluation.	4.21	0.92	High
14.	Teachers measure and evaluate the learning management activities periodically and regularly.	4.33	0.85	High
15.	Teachers have implemented results from measurement and evaluation to develop learners variously.	4.25	0.78	High
16.	Teachers have prepared reports and disseminate the measurement and evaluation of learning results according to the school curriculum comparing to the world class standard.	3.96	1.05	High
17.	Teachers used the measurement and evaluation results to develop the learning management activities for the next semester.	4.09	1.00	High
18.	Teachers have systematically reported the learning results.	4.18	0.96	High
19.	Teachers have statistically managed or graph showing the learning management activities of all each learning area currently.	4.08	1.03	High
Total Average		4.16	0.92	High

Table 5: Academic Administrative Conditions in Terms of Instructional Supervision (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Instructional Supervision	\bar{x}	S.D.	Meaning
1.	School has studied the conditions, problems concerning academic administration.	4.15	0.99	High
2.	School has clarified regarding the supervision of teaching and learning within the schools.	4.26	1.00	High
3.	Schools assigned duties, responsibility for teachers - personnel in terms of supervision appropriately.	4.31	0.99	High
4.	Schools have informed and recommend the teachers to have knowledge and understanding of techniques and methods of supervising learning and teaching within the school.	4.24	1.02	High
5.	Schools provide the supervision, monitoring and evaluation the implementation the school curriculum comparing to the world class standard.	4.22	1.07	High
6.	Schools have supervised, monitored the teachers' learning management activities systematically.	4.22	1.02	High
7.	Schools have examined the learning results following to standards and indicators according to the school curriculum comparing to the world class standard.	4.16	1.07	High
8.	Schools have supervised the learning outcomes following to standards and indicators according to the school curriculum comparing to the world class standard.	4.15	0.90	High
9.	Schools have published the results of the supervision individually.	4.04	0.94	High

Table 5: (continued)

No.	Instructional Supervision	\bar{x}	S.D.	Meaning
10.	Schools have promoted and supported teachers to use the information on measurement and evaluation to improve the learning management activities.	4.16	0.04	High
11.	Schools give opportunities to teachers for participating in supervision of learning and teaching within schools.	4.27	0.94	High
12.	Schools have an evaluation of teaching supervision at least once a semester.	4.35	0.87	High
13.	Schools have organized activities to exchange experiences and supervision of teaching and learning between network partners in the country	3.88	1.11	High
14.	Schools have organized activities to exchange experiences and supervision of teaching and learning between foreign network partners.	3.63	1.32	High
15.	Schools bring information and problems from supervision of teaching and learning used as a basic for the development of educational quality towards the world class standard.	4.03	1.03	High
16.	Schools have implemented the results of the supervision of teaching and learning for the improvement and development the process of the learning management activities.	4.09	0.99	High
Total Average		4.14	1.01	High

Step 1.2: The results of studying the problems and solution guidelines for academic administration - based on world class standard schools in Secondary Educational Service Area, the respondents proposed the major problems and the solution guidelines in four aspects consisting of curriculum development, instructional activity management, educational measurement and evaluation, and instructional supervision as follows: 1) the school curriculum was not to cover the standard based curriculum of world class standard schools ($f = 70$), should evaluate the school curriculum constantly in order to develop the suitability, correctness, completely, response the needs of stakeholders truly ($f = 54$); 2) the overload number of students per class was too much (50 students: classroom) affecting to make the instructional activities not to meet the curriculum objectives ($f = 64$), should provide two teachers per one classroom in order to look after and facilitate the classroom activity management thoroughly and efficiently ($f = 46$); 3) the measurement and evaluation of instructional activity management was not done on time ($f = 38$), should create a variety of the measurement and evaluation methods ($f = 22$); 4) the difficulty in managing because the time was limited in planning the supervision ($f = 34$), should provide the formal instructional supervision and to exchange the problem solutions ($f = 14$).

Step 1.3: The results of investigating factors supporting for academic administration - based on world class standard schools in Secondary Educational Service Area were shown in Table 6:

Table 6: Factors Supporting Academic Administration (based on world class standard schools in Secondary Educational Service Area by 558 informants)

No.	Items	\bar{x}	S.D.	Meaning
1	Potential of administrators	3.84	1.15	High
2	Potential of teachers -personnel	4.04	0.97	High
3	Potential of fundamental factors	3.95	1.05	High
Total Average		3.94	1.06	High

From Table 6 was the results of investigating factors supporting academic administration based on world class standard schools in Secondary Educational

Service Area: three potentials were overall at a high level ($\bar{x} = 3.94$, S.D. = 1.06), when considering by each potential arranged from the highest average scores to the lowest average scores, it was found that potential of teachers -personnel was at the highest level ($\bar{x} = 4.04$, S.D. = 0.97), followed by potential of fundamental factors ($\bar{x} = 3.95$, S.D. = 1.05), and the potential of administrators was at the lowest level ($\bar{x} = 3.84$, S.D. = 1.15).

The results of phase 1 were different the findings of Kaewla et al. (2015) studied the research administration toward world class standard school under the Secondary Educational Service Area Office 37, the level of problem administration toward world class standard schools under the Secondary Educational Service Area office 37 on all 3 aspects were at the middle level. Meanwhile, in the research conducted by Thaochalee and Chenaksara (2014) had stated that the factors for world class standard schools of secondary schools in the northeastern region consisted of 4 factors; the school curriculum development, learning management, general management, and learners quality. Regarding this, Khonkhayun et al. (2015) had studied the guidelines for developing academic administration of secondary schools in Mukdahan province, and the guidelines for developing academic administration according to the opinions, It was recommended that in the learning process development section, a learning process that is flexible and appropriate for potential should be organized. This was also pointed out by Noummano and Boonsong (2015) who had studied the factor affecting to achievement with management on high school in Phetchaburi province, the Secondary Educational Service Area Office 10, the overall factors affecting to achievement with management on high school, were at a high level: teacher, the director, and the developmental quality of students, respectively.

Phase 2: The results of creating and confirming the academic administration model based on world class standard schools in Secondary Educational Service Area were divided into 3 steps as follows:

Step 2.1: The results of studying of the academic administration guidelines of schools that provided the outstanding or best practice in the academic administration from interviewing, the informants proposed the solution guidelines can be concluded as follows: 1) the school curriculum not to cover the standard based curriculum of world class standard schools, should develop the school curriculum by providing a workshop in order to develop the school

curriculum according to the Core Curriculum of Basic Education B.E. 2551 (2007) and revised version 2560 (2017) focusing on developing five competencies of learners to be the world citizens: 1) the academic excellence, 2) the capacity of communication in two languages, 3) the advanced thoughts, 4) the creative production, and 5) sharing the responsibility of the world society to be consistent with the world class standard school's curriculum in consistent with the study of Paikat and Usaho (2014), it was found that the efficiency of every factor under the quality of the students as a world citizen was in the level of very good; the factors of this quality were ordered by mean as 1) The academic excellence 2) The social responsibility 3) The beyond thinking 4) The creative production and 5) The communication by two languages; 2) the overload number of students per class was too much (50 students: classroom) affecting to make the instructional activities not to meet the curriculum objectives, should perform following the policy of student entrance in accordance with the criteria of the office of Basic Education Commission, strictly defining. Moreover, if the number of students exceeded the criteria, should provide more classroom and increased the number of teachers; 3) the measurement and evaluation of instructional activity management was not done on time, should provide the workshop of using technology in measuring and evaluating for teachers and personnel by inviting internal and external resource person; 4) the difficulty in managing because the time was limited in planning the supervision, should organize the clear administrative structures, the internal supervision committee should be appointed for instructional supervision, the academic calendar was set up clearly, and the meeting of teachers - personnel should be an approach for the supervisory period. Likewise, Khonkhayun et al. (2015) had summarized the guidelines for developing academic administration of secondary schools in Mukdahan province, it was found that regarding guidelines for developing academic administration according to the opinions, it was recommended that in the learning process development section, organize a learning process that is flexible and appropriate for potential.

Step 2.2: The results of drafting of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area in planning (P): it was found that six components were included: 1) principles of model, 2) objectives of model, 3) system and mechanism of model, 4) operative approach of model, 5) evaluative guidelines of model, and 6) conditions for achievements of model by using feedback as examining in

consistent with Ploykamonchun (2018) who proposed the model components of the educational institutions administrative effectiveness model for the visually impaired persons consisting of 6 components: 1) Model principles, 2) Model objectives, 3) System and model mechanism, 4) Model operational method, 5) Model evaluation guidelines, and 6) Conditions of model achievements.

Step 2.3: The results of evaluating the academic administration model and instruction manual for the basic confirmation before implementing in terms of suitability, feasibility, and utility of the academic administration model and instruction manual: it was found that the results of the basic confirmation before implementing academic administration model and instruction manual based on world class standard schools under Secondary Educational Service Area office 34 passed the determine criteria higher than 3.51 which was defined as a higher level. When considering by each aspect arranged from the highest average scores to the lowest average scores, it was found that the utility was at the highest level ($\mu = 4.65, \sigma = 0.55$), followed by the suitability was also at the highest level ($\mu = 4.59, \sigma = 0.61$), and the feasibility was at a high level ($\mu = 4.48, \sigma = 0.71$). It was similar to Leepairat et al. (2017) who proposed the world-class standard elementary school quality management model, it was found that the evaluation of the developed world-class standard elementary school quality management model revealed that the aspects of correctness, suitability, feasibility and usefulness were at a high level. Moreover, Pulpanchoo et al. (2018) had proposed the model of academic administration of educational model developed for ASEAN community by basic education institutions, it was found that the results of the evaluation of the academic management model of the prototype developed into the ASEAN community of basic education institutions consisted of 7 components that were appropriate. Possibility, usefulness, comprehensive and accurate the overall level is very high. In addition, Howhan et al. (2016) had shared the administration model towards excellence of school under Secondary Educational Service Area Office, it was found that the model included 7 components which was found appropriate, accurate, possible, and useful in accordance with the research conceptual frameworks.

Phase 3: The results of studying the implementation of the academic administration model and instruction manual were divided into 3 steps as follows:

Step 3.1: The results of the implementing of the academic administration model and instruction manual in action (A): the aspects of components and mechanism of academic administration model and instruction

manual, the results from supervision, monitoring, following-up, and verifying, it was found that three aspects of the output: the potential of administrators, potential of teachers-personnel, and potential of fundamental factors affecting to five learners' key competencies: communication capacity, thinking capacity, problem – solving capacity, capacity for applying life skills, and capacity for technological application, and also affecting to five desirable characteristics of world class standard students: 1) the academic excellence, 2) the capacity of communication in two languages, 3) the advanced thoughts, 4) the creative production, and 5) sharing the responsibility of the world society.

Step 3.2: The results of evaluating the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in observation (O), the key informants as the research participants had the operational results in a high level. In addition, school directors, deputy directors in administrative department, representatives of head subject department under Secondary Educational Service Area Office 34, and stakeholders cooperated to share the determined system and mechanism of model composed of inputs, process, outputs, and fundamental factors supporting the conditions of achievement.

Step 3.3: The results of reflection of the implementing the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area in reflection (R). The meeting was provided for sharing comments of the research participants, it was found that 1) school administrators, teachers-personnel understood more roles, functions, techniques, methods, solution guidelines as well as they were able to use the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area with more effectiveness and efficiency; 2) the school directors, deputy directors in administrative department, representatives of head subject department under Secondary Educational Service Area Office 34, and stakeholders adopted the factors supporting academic administration as conditions for achievement of model and instruction manual with more effectiveness and efficiency; 3) world class standard schools in Secondary Educational Service Area and schools in the similar context could provide academic administration with more effectiveness and efficiency.

The Academic Administration Model - Based on World Class Standard Schools in Secondary Educational Service Area was shown in Figure 1.

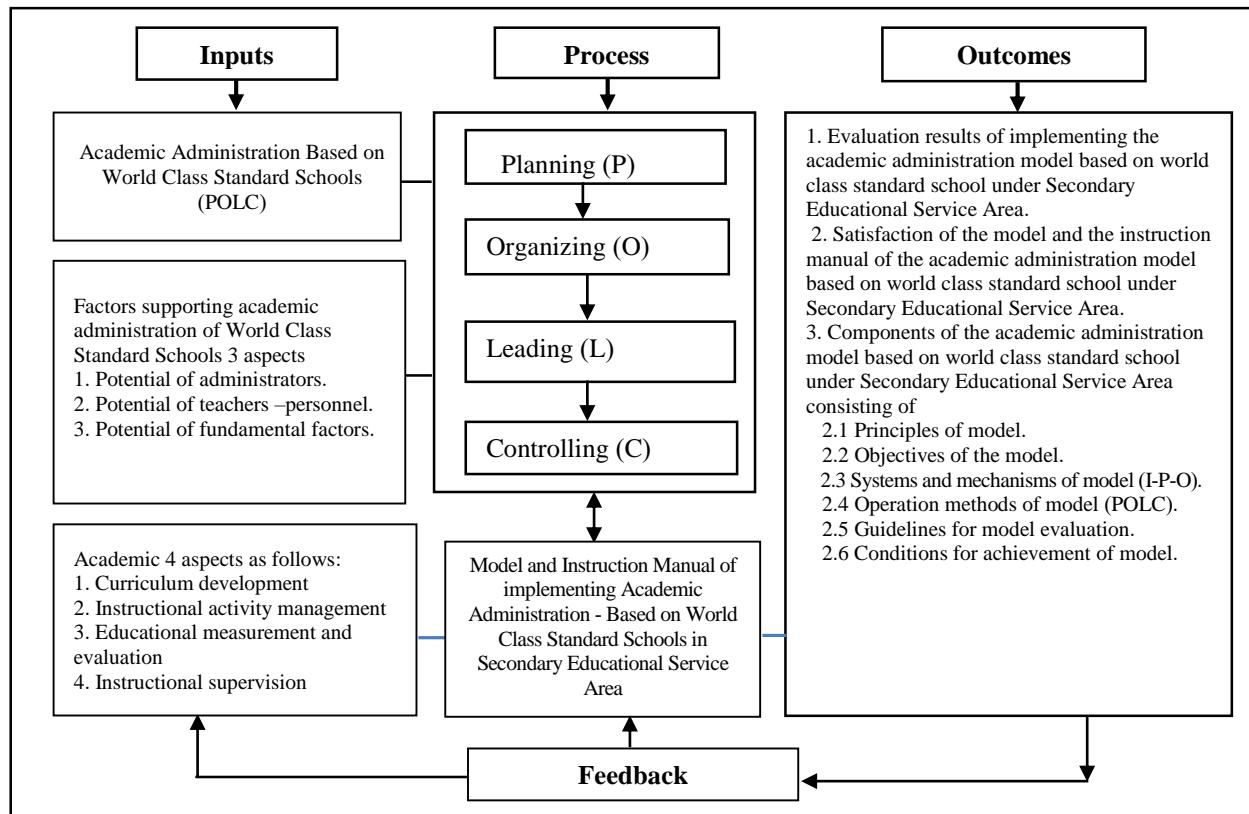


Figure 1: Academic Administration Model - Based on World Class Standard Schools in Secondary

Educational Service Area

In accordance with core education for basic education in B.E. 2551 (2007). (Upper Education Secondary Bureau, Office of the Basic Education Commission, Ministry of Education, 2011, pp. 9-11), and also affecting to five desirable characteristics of world class standard students: 1) the academic excellence, 2) the capacity of communication in two languages, 3) the advanced thoughts, 4) the creative production, and 5) sharing the responsibility of the world society. The second step concerning the evaluation of the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in observation (O), the key informants as the research participants had the operational results in a high level. In addition, school directors, deputy directors in administrative department, representatives of head subject department under Secondary Educational Service Area Office 34, and stakeholders cooperated to share the determined system and mechanism of model composed of inputs, process, outputs, and fundamental factors supporting the conditions of achievement. And the third step concerning the reflection of the implementing the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area in reflection (R). The meeting was provided for sharing comments of the research participants, it was found that 1) school administrators, teachers - personnel understood more roles, functions, techniques, methods, solution guidelines as well as they were able to use the academic administration model and instruction manual based on world class standard schools of the Secondary Educational Service Area with more effectiveness and efficiency; 2) the school directors, deputy directors in administrative department, representatives of head subject department under Secondary Educational Service Area Office 34, and stakeholders brought the factors supporting academic administration as conditions for achievement of model and instruction manual with more effectiveness and efficiency; 3) world class standard schools in Secondary Educational Service Area and schools in the similar context could provide academic administration with more effectiveness and efficiency. This research was congruent with Upper Education Secondary Bureau, Office of the Basic Education Commission, Ministry of Education. (2010, p.16), defined that quality management system

was a key mechanism for driving and improving schools toward world-class standard schools. This will cause the instructional characteristics affecting to the students as the target destination of educational management system.

It could be summarized that the quality world class standard school emphasized on being superiority in academic achievement, the successful importance should consist of cooperation of other schools to provide the cooperative helps. The government schools should cooperate the standard school curriculum and developing quality of world class standard school curriculum before implementing. The problems of English teachers who were native speakers, the shortage of knowledge experience and resources interchange should be shared with other schools. The policy world class standard school's quality development should be provided clearly, seriously monitored, and followed-up continuously.

Conclusion

Concerning the conditions, problems and solution guidelines, and factors supporting academic administration, the operations were divided into 3 steps as follows: the first step regarding the academic administrative conditions were overall at a high level: curriculum development was at the highest level, followed by instructional activity management, educational measurement and evaluation, and instructional supervision was at the lowest level, respectively; the second step regarding the problems and solution guidelines for academic administration, all problems should find the solution guidelines every aspect; and the third step regarding the factors supporting for academic administration in three potentials were overall at a high level: potential of teachers-personnel was at the highest level, followed by potential of fundamental factors, and the potential of administrators was at the lowest level.

Concerning the creating the academic administration model-based on world class standard schools in Secondary Educational Service Area were divided into 3 steps: the first step from interviewing informants that provided the outstanding or best practice in the academic administration; the informants proposed the solution guidelines were flexible and benefits to school. The second step regarding the drafting of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area: six components were found: 1) principles of model,

2) objectives of model, 3) system and mechanism of model, 4) operative approach of model, 5) evaluative guidelines of model, and 6) conditions for achievements model by using feedback as examining. The third step was the evaluation for the basic confirmation before implementing in terms of suitability, feasibility, and utility of the academic administration model and instruction manual based on world class standard schools in Secondary Educational Service Area: the results of confirming the implementation of academic administration model and instruction manual based on world class standard schools under Secondary Educational Service Area office 34 passed the determine criteria higher than 3.51 defined as more than a high level, it was found that the utility was at the highest level, followed by the suitability was at the highest level too, and feasibility was at a high level.

Concerning the findings of implementing the academic administration model and instruction manual were divided into 3 steps: The results of the implementing of the academic administration model and instruction manual in action (A): the aspects of components and mechanism of academic administration model and instruction manual, the results from supervision, monitoring, following-up, and verifying, it was found that three aspects of the output: the potential of administrators, potential of teachers-personnel, and potential of fundamental factors affecting to five learners' key competencies: communication capacity, thinking capacity, problem-solving capacity, capacity for applying life skills, and capacity for technological application.

It might be the case that the implementation of the academic administration model and instruction manual was not still offered to the other schools, the research results will be the new knowledge for the administrative innovation in developing schools toward the world class standard level in order to help the country in the future.

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