

**Guidelines for the Administration of Anghong Municipality Schools Towards
The ASEAN Community**

Sirikan Auatarakul¹, Dr. Supattana Hombubpha²

¹Student M.Ed. (Educational Administration), Nakhon Sawan Rajabhat University

²Lecturer, Faculty of Education, Nakhon Sawan Rajabhat University

Abstract

The research objectives were to examine the state of administration of Anghong Municipality Schools towards the ASEAN Community within the 4m's Conceptual Framework and to propose guidelines. The research comprised 2 stages. (1): Establishing the current state of administration in Anghong Municipality Schools towards the ASEAN Community. Target population totaling 237 people i.e. school directors, deputy directors, teachers and the Municipality Board of Education. The research tool was a 5-point rating scale questionnaire with a reliability coefficient of 0.98. Statistics used were percentage, mean and standard deviation. (2) Proposing guidelines through a Focus Group discussion and Content Analysis of their findings. The research findings were: (i) Overall, the administration was in the Middle Level. Ranking by "m", 1. Management 2. Man. 3. Materials and 4. Money respectively. (ii) 4 m's guidelines proposed: Man-Establish needs for domestic / international seminars participation; Money-Ascertain budget to develop English skills; Materials-Affiliate with nearby universities to share facilities; Management-Academic Development by staging ASEAN activities.

Keywords: Educational Administration / the ASEAN Community / Educational Resources

Introduction

On 31st December 2015, Thailand became a member of the newly-formed ASEAN Economic Community (AEC), one of the three pillars of ASEAN (the Association of South-East Asian Nations). The primary objective of ASEAN is cooperation among its members so as to cope with the changes of a rapidly-changing world. This cooperation results in many changes in Thailand, such as cross-border economic migration, investment and the free flow of goods, services and labor. As a result of these changes, it is essential that we upgrade the quality and capability of our labor force in order to be

competitive and relevant. Countries like Singapore and Malaysia are more developed and technologically advanced. On the other hand, Myanmar, Laos, Cambodia and Vietnam have low labor cost. Thus if we do not up grade and progress with all due speed, we will be squeezed from both ends and left behind. It is a truism, that the key to development and upgrading is education. Consequently, the Ministry of Education of Thailand plays a pivotal role in steering the development and preparation of our youths which will form the labor force in the not-so-distant future. Thai youths have not only to be better educated, but also to be better equipped with the necessary skills in order for Thailand to be competitive and relevant within the framework of the AEC. Moreover, Thai youths have to be aware and sensitive to the socio-cultural and religious differences of our ASEAN neighbors. The Education Ministry accordingly issued a National Education Policy and Guidelines framework to reform education with a view to ensuring the smooth entry of Thai youths into the ASEAN labor market. These policies are consistent with the National Education Reform Act of 1999 as amended in 2012. (Office of The Basic Education Commission, Online, 2007)

In compliance and in conformity with the policies and guidelines of the Ministry of Education, as aforementioned, the Municipality Schools of Angthong province, under the auspices of the Local Government, instituted changes in education administration to prepare students for the challenges of the AEC. Among these changes was the inclusion of ASEAN subject in the curriculum, hiring foreign English teachers, ASEAN Day activities etc. It is in this context and backdrop, that the author embarked on this research, to ascertain the preparedness and state of education administration in the Angthong Municipality Schools towards the AEC and furthermore, to propose guidelines for improvement and reform. The study scrutinized four main aspects of the said municipality schools, i.e. Academic Administration, Budget Administration, Personnel Administration and General Administration within the 4 m's Conceptual Framework of Education Resource Administration i.e. Man, Money, Materials and Management.

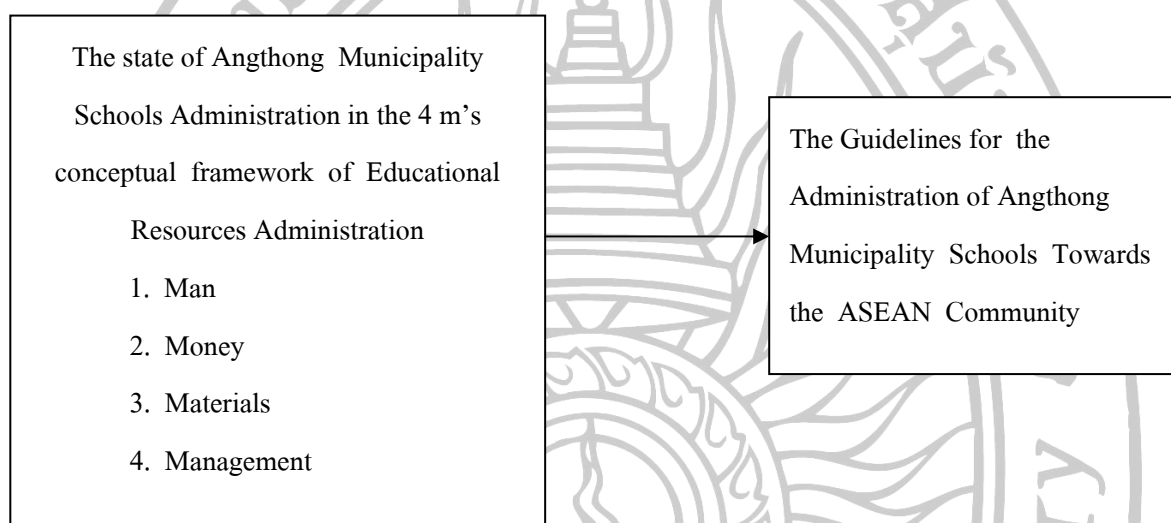
Objectives

The objectives of the study are to find out the following :

1. To examine the current state of Administration of Angthong Municipality schools towards the ASEAN Community.
2. To propose guidelines for the Administration of Angthong Municipality schools towards the ASEAN Community.

Theories and Conceptual Framework

The research used the Theory of Educational Administration (Huan Pintuphan, 2013) and School Administration concept (Gregg, 1997). Including ASEAN content and principles in education cooperation. The author used the 4 m's educational resources framework to examine the state of schools' administration in each aspect. After that the author analysed and ranked them to draft guidelines for a specialists' focus group discussion to finalise and useful guidelines.



Methods and Population

1. Population

The population for this study comprised the various Angthong Municipality Schools' directors and deputy directors, all teachers and the Municipal Board of Education, totaling 237 people.

2. Research Tools

This research utilized the following two research tools:

1) To examine the state of educational administration towards the ASEAN Community in the Angthong Municipality schools, the author used a two-part questionnaire consisting of 44 questions based on related research documents. Part I of the questionnaire concerned general information and Part II concerned the level of the school's administration towards the ASEAN Community within the framework of Huan Pinthuphan's (2011) 4m's educational resources concept. According to the learned writer, Huan Pinthuphan, the four m's of educational administration are, i) Man, ii) Money, iii) Materials and iv) Management.

The questionnaire employed a 5-point rating scale based on Likert's concept, (5) highest, (4) high, (3) moderate, (2) low and (1) lowest.

2) To propose guidelines for the educational administration of the Anghong Municipality Schools towards the ASEAN Community, the author utilized an 8-member panel of experts-cum-specialists which formed a focus group to critically analyze, discuss and brainstorm the author's draft guidelines on this issue.

3. Methods of Data Analysis

The research used a 2-step approach combining both quantitative and qualitative research :

Step 1-To produce the questionnaire for the first objective, the author embarked on a review of relevant literature regarding ASEAN and cooperation on education in ASEAN. Data thus gathered was used to produce a draft questionnaire which was then tested for validity and Index of item Objective Congruence (IOC). The validity value for each of the 44 questions was above 0.5 and the IOC output was 0.93. Subsequently the questionnaire was tried out on a sample group which produced a more-than-acceptable reliability coefficient of 0.98. 237 copies of the questionnaire were then distributed to the target population and the data was collated and analyzed using the SPSS or Statistics Package for the Social Sciences to determine percentage, mean and standard deviation.

Step 2- Having obtained the mean, the author next considered the three questions which scored the lowest mean under each of the four "m" aspects and drafted proposed guidelines for educational administration. A focus group of eight experts or specialists was gathered to discuss and brainstorm these draft guidelines. Finally, Content Analysis was used to produce and conclude on the actual guidelines for educational administration of the schools towards the AEC.

4. Data Collection

For the first objective, to examine the state of educational administration, quantitative data was collected from the completed questionnaires of the 237 people in the target population. As for the second objective or guidelines, data was collected from the focus group upon completion of their discussion.

5. Methods of Data Analysis

5.1 Quantitative data collected from the completed questionnaires was analyzed utilizing SPSS.

5.2 Qualitative data collected from the focus group was subjected to Content Analysis.

Results

This research was conducted applying the research processes and techniques as aforementioned and findings from the quantitative survey and qualitative focus group are summarized as follows:

Results for 1st objective - To examine the state of educational administration in the Anghong Municipality Schools towards the ASEAN Community under the 4 m's Education Resources framework.

Table 1 The means and standard deviation of educational administration in the Anghong Municipality Schools.

The state of Educational Resources Administration	μ	σ	Level	Ranking
1. Man	3.55	0.86	High	2
2. Money	3.29	0.89	Moderate	4
3. Materials	3.52	0.87	Moderate	3
4. Materials	3.58	0.88	High	1
Total	3.48	0.87	Moderate	-

The results of Table 1 indicated that the overall state of educational administration was at Moderate level. The highest score was in Management ($\mu = 3.48$), followed by Man, Materials and Money respectively.

Table 2 Mean and standard deviation of the 3 lowest scoring items under each "m" aspect of the 4m's framework.

No.	The state of Educational Resources Administration	μ	Level
	(Man)		
1	School personnel (both administrative and teaching staff) have the ability to express and explain in English in the course of their work.	3.22	Moderate
2	Attendance of school staff or personnel at domestic or overseas seminars and going on field trips.	3.23	Moderate

Table 2 (Cont'd):

No.	The state of Educational Resources Administration	μ	Level
3	Supported and facilitated personnel to learn English or other ASEAN languages as a 2 nd language. (Money)	3.39	Moderate
1	Budget Management with a view to holding activities to train teachers in English and other ASEAN languages.	3.16	Moderate
2	Budgeting to finance hiring of foreign native-speaker teachers to teach English and other ASEAN languages as a 2 nd language.	3.19	Moderate
3	Establishing budget to make schools ASEAN centers for students and the local community. (Materials)	3.22	Moderate
1	Building websites on the Internet to function as a medium or go-between to facilitate friendly relations among youths in ASEAN.	3.21	Moderate
2	Providing materials and resources to teachers for developing teaching aids and tools to teach about ASEAN.	3.26	Moderate
3	Providing information about ASEAN by various media such as books or other written literature, video clips or films, multimedia. (Management)	3.34	Moderate
1	Building ASEAN youth leaders to exchange knowledge and experiences with their counterparts in other ASEAN countries under the Academic Session Project.	3.27	Moderate
2	Schools should develop a formal curriculum for the ASEAN subject with inputs from, the Board of Education, teachers and members of the community.	3.32	Moderate
3	Including ASEAN as a subject in the school curriculum and conducting various Extra-Curricular Activities (ECA) about ASEAN to develop ASEAN knowledge and language skills.	3.51	Moderate

From Table 2 the lowest mean item under the "Man" aspect was item no. 2, the ability of staff and teachers to communicate and manage lessons using English ($\mu = 3.22$). Followed closely by item no. 1, attendance of personnel at local or overseas seminars as well as going on field trips ($\mu = 3.23$). As for the "Money" aspect, the lowest was item no.1, that is, budget management for funding teaching and training of teachers in English and other ASEAN languages ($\mu = 3.16$). Under the "Materials" aspect, building ASEAN go-between websites scored the lowest ($\mu = 3.21$). For the last "M" which is "Management", building ASEAN youth leaders in the Academic Session Project, was the lowest mean ($\mu = 3.27$).

Results for the 2nd objective - To propose guidelines for the educational administration of Anghong Municipality Schools towards the ASEAN Community. The guidelines under each respective "M" aspect are as follows:

1. Man

1.1 Schools should conduct a survey to establish the needs of personnel for attendance at seminars for personal development and upgrading.

1.2 School administrators should plan and implement measures to instill in teachers a need for self-improvement and updating themselves on new technologies.

1.3 School administrators when employing new teachers should vet and select only competent and professional personnel who meet the standards set by the Teacher's Council i.e. ability to communicate effectively in English and use modern technologies.

1.4 Schools must source and engage foreign native speaker teachers to teach English and other ASEAN languages.

2. Money

2.1 Schools should establish the budgetary needs and allocate funds for annual and ad hoc projects to train and upgrade teachers.

2.2 In order to finance ASEAN projects and activities, schools should examine possible new sources of funding such as sponsorships and donations from private companies, alumni and other organizations, raffle draw, fun fairs etc.

2.3 Memorandums of Understanding (MOUs) with other ASEAN countries should be signed for mutual cooperation and benefits, e.g. exchange of teachers and students.

3. Materials

3.1 Schools should affiliate with nearby universities or other institutions with a view to share IT facilities such as, internet services and IT personnel.

3.2 Schools should organize computer and IT projects both annually and on an ad hoc basis in order to educate personnel, students and members of the local community.

3.3 Schools should promote local resources and products in the ASEAN subject and disseminate information to the community.

3.4 Municipality and other local schools should establish close ties, cooperate and help one another e.g. temporary loan of teachers, use of facilities especially given involving ASEAN activities.

4. Management

4.1 Schools should stage events and shows in order to showcase students' awareness and knowledge of ASEAN.

4.2 Schools should develop a formal curriculum for the ASEAN subject with inputs from, the Board of Education, teachers and members of the community.

4.3 Schools should follow ASEAN Education guidelines and policies as set out by the Ministry of Education such as the establishment of sister schools etc.

Discussion

The results of examining the state of Educational Resources Administration of Anghong Municipality Schools towards the ASEAN Community.

Under the “Man” aspect, the lowest mean was in teaching and learning management in English. This is the major problem. This is consistent with the study by Truekhit Bintuan (2013) who proved that the major problem in teaching management towards ASEAN was teachers lacking language skills in English and languages of neighboring countries. Also, schools did not continuously check or evaluate their teachers’ skills. For the “Money” aspect, the author found that budgeting management in holding activities to support teachers to have skills in English and ASEAN countries’ languages was also a problem. This is consistent with the study by Sorasak Buayam (2013) on “The Readiness of Rayong Secondary School Area 2 towards the Asean Economic Community” which indicated that the “Money” aspect had the lowest mean. Regarding the “Materials” aspect, the question about building websites for Thai students in ASEAN countries to interact and

establish good relations with our ASEAN neighbors was the main problem. This is in accordance with Ketmanee Sangboonreung (2011) who pointed out that development of educational resources personnel abilities in computer and technology had the lowest mean. Also, “The Study of Operation, Problems, and Solutions in Educational Resources Administration Service Area Office 31 and Nakhon Ratchasima Provincial Administration” by Patchaneeya Hanapan (2014), showed that under the mean in materials management, the lowest mean was insufficient materials management. As for the “Management” aspect, the author found that ‘Building ASEAN youth leaders to exchange knowledge and experiences with their counterparts in other ASEAN countries under the Academic Session Project’ had the lowest mean which is consistent with the study on “Readiness of the Sociology Faculty Students towards the Asean Community Labour Market” by Orawan Silwanit (2011) who found that building networking between ASEAN students in ASEAN countries had the lowest mean.

The results for the proposing guidelines for the Administration of Anghong Municipality Schools Towards the ASEAN Community as following :

Under the “Man” aspect, schools should provide teachers with more opportunities to attend domestic or overseas seminars, or attach them to model schools which have a good system in English teaching management. Schools should also include English conversation in every subject in order for students to get used to English. This was consistent with the study by Jaruwanee Paeseesakul (2013) who studied the state and guidelines for Kalasin Provincial Schools in Administration towards the ASEAN Community. The results showed that the personnel in schools should improve English communication skills. For the “Money” aspect, Anghong Municipality schools should sign MOUs with schools in other ASEAN countries to exchange or borrow education personnel for solving the problem of a shortfall in foreign teachers and budgeting for hiring foreign teachers. Also the proposed guideline to search for funding from private sector organizations to help is consistent with the study of Jaruwanee Paeseesakul (2013). She proposed that to be academically prepared towards the ASEAN Community, schools should search for financial resources to develop academically. For “Materials”, Schools should affiliate with nearby universities and encourage teachers to adopt and apply local learning resource in the ASEAN subject. This is also supported by Wilasinee Pakping (2013) who proposed that academic administrators should encourage teachers to apply the local resources in lessons. For the “Management” aspect, Anghong Municipality schools

should cooperate and network with other local schools to exchange knowledge or experiences in academic development towards the ASEAN Community. This is consistent with Orawan Silwanit (2011) who proposed networking between Municipality schools and other schools at the teachers and students level and between schools and the local Community.

Recommendations

Recommendations for further study and related research :

1. Determine the factors that help in Educational Resources Administration of Anghong Municipality Schools.
2. Study the obstacles and problems of using Educational Administration in Anghong Municipality Schools by Administrators and teachers.
3. Study the needs of the local community with regard to Educational Resources Administration.

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