THE DEVELOPMENT OF THE INNOVATIVE MODEL OF SCHOOL ADMINISTRATION IN THE SECONDARY EDUCATION AREA OFFICE 18

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Abstract

The development of the innovative model of school administration in the secondary education area office 18 there are objectives: 1) to study the operating conditions of the innovation of school administration under the office of secondary education service area 18. 2) to develop the model of school administration innovation under the office of secondary education service area 18 and 3) to assess the appropriateness and the possibility of the model of school administration innovation under the secondary education service area office 18 samples used in research studies phase 1 consists of 50 school administrators under the office of secondary educational service area 18, academic year 2018, and 50 teachers and officials of the academic affairs department head of the school under the office of educational service area 18, phase 2. The group discussion was organized by 9 people. Faze 3 the persons who provided information for assessing the appropriateness and possibility by experts and experts. The research instruments were questionnaires, interviews and seminars based on experts. And assess the suitability and the possibility by experts and experts in the quality of the questionnaires by evaluating the IOC. only select the questionnaires with IOC=0.50. Up and the confidence by finding the Cronbach's alpha coefficient (Cronbach) has a reliability of 0.98. The statistics used for data analysis are the quantitative data are Percentage, Mean and Standard Deviation. Deviation) for the qualitative data, the content analysis method is used.

Analysis) from the suggestions of experts and experts using the method of summarization as an essay.

1. The results of the analysis of the development of the model of school administration innovation under the office of secondary education service area 18, it was in the very good level. The highest mean was the learning organization principles. Followed by the principles of training and development and the least mean, the principle of total and each aspect found that the organization structure in general is at a high level. When considering each item, it was found that the one with the highest mean was the teacher and believed that the organizational structure would be the inspiration for creating innovation, followed by the organizational structure that contributed to the promotion of teacher's educational personnel work together to create innovation.

2. The development of the model of school administration innovation under the office of secondary education service area 18 consists of 5 components which are 1) the principle of the model 2) the purpose of the model 3) the operation method of the model 4) the guidelines for the model evaluation And 5) results from the use of the opinions level form of experts on the appropriateness of the draft, the development of the model for school administration innovation under the office of The study conducted by the school District 18 as a reasonable level and by considering that every job has a job evaluation results in much higher.

3. The results of the analysis of opinions of experts and experts in assessing the feasibility of the development of the model of school administration innovation under the office of secondary educational service area 18, found that the assessors have opinions on the development of the model of school administration innovation under the office of educational service area 18 was at the highest level when considered. Francesca was found that in most every way.

Keywords: Model development, Innovation, School administration

Introduction

Education is an important factor in human resource development. People of any nation who have a high educational background can develop their country in every way. The speech of King Bhumibol Adulyadej regarding education stated that "Education is an important factor in creating and developing knowledge. The idea, behavior and virtue of any person, society and country can provide a good education to the youth in every way which is suitable for every society and that the country will have healthy citizens who can maintain the stability of the nation and continue to develop continuously" (Department of Academic,1997: 1).

Education is a process that allows humans to improve the quality of life of people to live in peace, and after completing the curriculum, they can apply the knowledge they have studied in order to develop the country appropriately. Education must be to develop human beings to be perfect both physically and mentally, and must instill the right consciousness regarding politics, democracy and governance in the promotion of national art and culture (Office of the National Education Commission 1999: 5).

Is education management effective or successful? Administrators are an important part of teaching and learning in accordance with the curriculum set by the school and the teaching and learning process will not be effective if the teachers. There are no techniques, methods of teaching media and good methods for students to learn. Know how to solve problems to comply with the National Education Act and Amendment (No.2) 2002, category 4educational management guidelines section 22 stipulates that education should be based on the principle that all learners are able to learn and develop themselves, and that students are considered the most important. The educational management process must encourage learners to develop naturally, to their full potential, and section 24 learning management process for educational institutions and related organizations to proceed as follows: provide content and activities in accordance with the interest and aptitude of the learners by taking into account the differences between people, practice their thinking skills, management, coping, and applying knowledge to prevent and solve problems, organize activities for learners to learn from real experience, practice to be able to think, act as love to

read and to continuously pursue knowledge, organize teaching and learning by incorporating various knowledge areas balance, share, and instill morality, good values and desirable characteristics in all subjects. The environment, teaching media and facilities for the learners to be knowledgeable and able to use research as part of the learning process. In this regard, teachers and learners may learn together from various types of educational media and sources of learning to create learning at anytime, anywhere, with collaboration with parents, guardians and individuals in the community. All parties jointly develop learners according to their potential (Kanchana Honor. 1981: 26).

Administration in educational institutions to achieve the goals depends on many elements that will help the administration in the school to reach the goal and achieve the highest results by applying management theory. The administrative process, which requires good management to rely on the skills and processes of administration as well as the development of educational institutions, which the school administration principles consist of 4 work areas which consist of academic administration. Personnel management administration, budget, and general administration, with the principles of management in all 4 areas by general administration and must be accepted by parents for a lot of general administration and there are many practices that must be allowing the school administrators to have the duty to manage the work in various areas to achieve the stated objectives efficiently and to benefit the education with the need to use resources economically, which requires the co-operation of teachers and personnel in every department in the school, the school administrators must manage the work to be completed completely. And effective (Somsak Probably noon. 2002: 2).

Education reform aims to organize education to develop Thai people to be perfect human beings. Capable and happy the implementation of the goal with power and efficiency is necessary to have decentralization and to all parties to participate in accordance with the intent and in accordance with the principles of the National Education Act BE 2542 and as amended (No. 2) 2002, which has organized the structure and process of educational management of Thailand to have a policy unity and diversity in practice. Decentralization to educational areas and educational institutions as shown in the provisions of Section 39, "Section 39 requires the ministry to decentralize the administration and management of academic studies, budget, personnel administration. And general

administration to the committee and office area of education and educational institutions in the area of direct education. "Such decentralization (Ministry of Education 2 0 0 3 a, p. 6 -7) makes all educational institutions have mobility, freedom of administration management is based on the principles of management based on School based management (SBM), which builds the foundation of strength for the school to be able to manage education. Have quality standards and can develop continuously.

The administration of the educational institution is considered to be one of the most important elements that will help the teaching and learning process to be effective. Teaching to achieve full and effective results, it is very important to have the facilities of the school in good condition and sufficient quantity. Whether the learner classroom, laboratory, library, computer room, conference room, or even a restaurant you should have facilities such as sufficient. The stairs up to the table, the toilet chair, even the fire prevention system and various alarms, including the external environment, such as the walkway between the buildings, waiting seats between the classes, etc., to facilitate the teaching and learning activities for most buildings and the location of the educational institution is very important and influences the users very much. Cool factor, one that gives schools operate easily, so administrators need to focus on the job is no less than any other side. Within the educational institution because it is a source that helps support the learning of the learners and the teaching of the teachers to be a resource for transferring the knowledge of the community, buildings and places. Environment and safety are important tasks that executives must consider and analyze and manage for maximum benefit (Office of the National Economic and Social Development Board. 2002: 36).

From the meeting of the competitiveness development committee No.1/2013, approved the development guidelines for Thailand, entering into an innovative country with wisdom and learning base which is considered as important factors for enhancing the country's competitiveness by raising the level of innovation ability which requires a strong foundation of knowledge also requires knowledge to be used as well as transferring knowledge from the education sector to the manufacturing sector and service sector, which has implications and meanings related to new things or old things but bring them to think or make a new order in order to benefit the problem solving and proper life (Phramaha Sutit 2005:2). In addition, small schools under the office of the basic

education commission with no more than 135 students searching for management methods and innovations to help solve problems in order to improve the quality of the school by survey of the innovation of school development of educational service area offices throughout the country and the project "One school One Innovation" is another project that focuses on raising the quality of education management of all schools to innovate, new methods that have never been before or have been used but have been improved. And develop to be a quality innovation that is suitable for the context of the school to improve or enhance management efficiency (Office of Educational Management Innovation Development, 2006: 3). Therefore, the role of school administrators must show professional management. Managed to make the school a learning school the next quality which according to the performance standards of the school administrators and educational administrators of the Teachers Council of Thailand, 1997, are set to 1 2 standards, especially the 5th standard, said that developing and applying management innovation until high quality work results in the order of the school administrators' role in applying management innovation to improve the quality of education, stating that executives must develop and use management innovation to achieve higher quality results in order of innovation management. It is an important tool for executives to lead to higher quality and higher performance respectively professional managers must have a new knowledge of management. Select and update use many innovations match the conditions work and organization limitations leading to real results in order for the organization to progress continuously all colleagues have fully utilized their potential. There is a pride in the joint work that the office of innovative education management has given the meaning of management innovation that is innovation about the system (Kru Federation. 2007: 126). In the role of leadership of school administrators said about the innovation of organizing and managing education in the role of administrators and knowledge management that school administrators will make the school to be a school of continuous learning progress management needs to have leadership characteristics as follows. There is a research and development in the school, management, assessment and evaluation results are continuously updated in the school, the pursuit of ideas and abilities of teachers, students and other stakeholders. Continuing training and personnel development, leading the school to progress and provide sustainable governance take care of personnel with virtue ethics motivate people to develop their work to better create a vision School values and commitment to work in schools, creating an atmosphere and

environment that is conducive to learning of all personnel working by groups or groups of people as a location with sincerity, understanding and listening to opinions both inside and outside the school, giving awards, admiring personnel, students and related persons, facilitating all resources for learning at present, it is accepted that all management organizations need to have their own management innovations for development and problem solving in organization management and management in order to focus on quality (Thira runcharoen, 2007: 228- 229) based on the results of the development of the educational innovation of the school in 2016, it was found that the school has developed innovation in the management of 345 schools. Management of 345 schools in teaching and learning, 1045 schools on moral and ethical issues, 376 schools of artifacts, 435 schools and total schools in all countries, with all types of educational innovation, including 1,689 schools (Office of Educational Management Innovation Development, Summary Number of Educational Innovations of the School in 2016. According to the promotion program of each educational area found that the educational innovation of the school most of them are teaching and learning innovations, 88.14%. In other areas, such as administration, there are only 8.78. The media of inventions still at the same level and the educational innovation of the school still has a characteristic of innovation based on the assessment criteria at a rather different quality level Educational innovation of most schools still lacks learning (Learning Organization) as a system of awareness and importance that provides educational innovation as a driver to solve problems and quality of education is still low, should promote and support the implementation of projects at all levels continuously, the process of educational innovation development of the school also Not a comprehensive system as it should be linked or integrated, one school, one innovation to be consistent with the administration of the work promoted reading as accreditation, professional development, professional standards and so on. At present, the basic education management characteristics of schools under the Basic Education Committee are divided into 4 groups: 1) 6-year-old primary schools and 6-year secondary education, divided into classes 3 years per class, 4 classes, 2 classes), special schools according to the policy of the Ministry of Education, such as Ingrit School, Buddhism, public school (Charter School), intelligent children school, which focuses on teaching in 5 main subjects, bilingual schools. 3) Special schools, such as schools to study synthesis at home school (Home School), blind schools, schools, joint learning projects Schools for the mentally handicapped, school, schools in the area of danger, etc. 4) The

school which has the condition of managing education on high areas along the border Thai people will have poverty, lack of educational opportunities, lack of occupation and stay away from schools, lack of media and educational equipment. Lack of teachers Thus the quality and standard of educational management of educational institutions should be improved (Thira Runcharoen. 2007: 56-58).

From the importance and problems of the above operations, it is considered very important both in terms of efficiency and effectiveness, and there is no researcher in this matter. To study the development of the model of school administration under the office of secondary educational service area 1 8 for use as a guideline for improvement and development continue to improve the quality of educational management for efficiency and effectiveness.

Research objectives

1. To study the implementation of the model development of school administration innovation under the Office of Secondary Educational Service Area 18.
2. To develop the model of school administration innovation under the Office of Secondary Educational Service Area 18.
3. To evaluate the suitability, feasibility of the development **o**f school administration innovation model under the Office of Secondary Educational Service Area 18.

Literature Reviews

The development of an innovative model of school administration is a process of operation of the educational institutions based on people which are School administrators and all personnel and rely on various resources to achieve the objectives of the school, achieving outstanding quality, superior quality, and being a model for other schools. The management of change to any condition comes from the 4 main changes:

1. Restructuring, creating the development of an innovative model for school administration.

2. Adding new roles, duties and services in addition to the existing ones resulting in having a new work section or work process, including new skills and knowledge that needs more.

3. Changing a new leader will always bring change to the organization, regardless of work style an environment in which leaders like or are familiar with the development of an innovative model for school administration.

4. Adaptation to catch up with technological changes technology makes work processes change patterns to be more efficient and faster, change styles to be more efficient and faster.

Research Methodology

This research aimed to study the development of school administration innovation model under the Office of Secondary Educational Service Area 1 8 , which the researcher has defined as follows:

1. Content Scope This research is to study the development of the model of school administration innovation under the Office of Secondary Educational Service Area 18, by studying the administration innovation of Chuanpharangkun. (2 0 1 3 : 23) and the administrative innovation of Pornthipa Lungwattanakit (2006: 3-5) in 5 principles:

(1) Principles of organizational structure.
(2) Principles of administration using schools as a base.
(3) Principles of training and development.
(4) Principles of participation and
(5) Principles of learning organization, conceptual framework, form creation and composition of model, creating elements of patterns derived from the synthesis of elements of scholar form.

2. Demographic and sample boundaries/data contributors to this research, determine population and sample/data providers for data collection in 3 phases as follows:

(1) Phase 1: The study of the condition as a survey-research, the population consists of School administrators under the Office of Secondary Educational Service Area, District 18, and academic year 2018, 50 students and

teacher civil servants, supervisors of the school academic work group under the Office of Secondary Educational Service Area 18, total of 50 students.

(2) Phase 2: Research in the form of focus groups discussions 9 experts

(3) Phase 3: Appropriateness, feasibility of the draft of the school administration innovation model, the Office of Secondary Educational Service Area 18, is the 2nd Focus Group Discussion. The informant group consists of 5 experts. And 5 qualified persons, a total of 5 people.

3. Scope of time: Research duration: March 2018 - February 2019.

Tools used in education

In the study of the development of the innovative model of school administration under the Office of Secondary Educational Service Area 18, the questionnaires were created by the researcher under the objective framework. Data obtained from studies and research related to research by use a questionnaire which has a closed end to collect data that will be analyzed by questionnaires. The instrument used for data collection for this research is the questionnaire created from the collection of theoretical concepts. Relevant documents and research were used to create questions in the questionnaire for the development of the innovative model of school administration under the Office of Secondary Educational Service Area 18, divided into 5 sections as follows:

Part 1 Personal status.

Part 2 consists of text that is a measure of the operational level, the development of school administration innovation model under the Office of Secondary Educational Service Area 18.

Part 3 consists of messages that measure the level of opinion about the development of the model of innovation in school administration under the Office of Secondary Educational Service Area 18.

Part 4 consists of text that is a measure of the level of appropriateness assessment, feasibility of the development of an innovative model of school administration under the Office of Secondary Educational Service Area 18.

Part 5 Suggestions which are open-ended questions.

Results

Phase 1 : Study of innovation implementation, development of school administration innovation model under the Office of Secondary Educational Service Area 18.

(1) The results of general data analysis about the status of respondents found that 100 respondents, most of whom worked 1-5 years Accounted for 65 percent of teachers, 63.5 percent and administrator 52.33 percent.

(2) The results of the analysis of the operational level, innovation, development of the model of school administration innovation under the Office of Secondary Educational Service Area 1 8 Overall, it is in a very good level, with the highest mean value, the principles of learning organization Followed by the principle of training and development and the least average aspect is the principle of participation and individual aspects.

(3) The overall organizational structure is at a very good level. When considering each item, it is found that the highest mean value is teachers and educational personnel who are committed. The believing that organizational structure will be an inspiration in creating innovation, the next is the organizational structure, which supports and encourages teachers, educational personnel to work together to create innovation and the least average values are teachers and educational personnel giving importance to structuring. The organization has a common sense.

(4) The principle of administration by using the school as a whole base is very good. When considering each item, it was found that the highest average value was that the school gave priority to the administration by using the school as the base, followed by the school having decentralization, educational management of the school and the least average item. Is that the school has shown the workload that can be checked it.

(5) On the principle of training and overall development at a very good level, when considering each item, it is found that the highest average value is always training and creating experience in school development, followed by the school. Has arranged for a person to go to see a job or field trip to increase work experience on innovation and the least average value is to prepare various equipment and technology systems for the information, such as e-learning for people in the organization learn about innovation.

(6) The overall participation principle is at a high level, when considering each item, it is found that the highest mean value is the opportunity

for personnel to participate in the analysis and improvement of the problem. Opportunities for personnel to participate in inventing new inventions or work processes and the least average item are to allow personnel to improve the quality of the performance Ongoing.

(7) On the principle of learning organization as a whole is at a high level, when considering the details, it is found that the highest average value is the system that will be able to access and collecting information both inside and outside the secondary school, exchanging learning from various project operations both inside and outside the school and the least average item, with a policy to develop personnel to have potential and determination to learn.

Phase 2 : Develop the innovation model for the development of school administration innovation model under the Office of Secondary Educational Service Area 18.

1. Innovation model for the development of school administration innovation model under the Office of Secondary Educational Service Area, District 18, consisting of 5 components:

(1) Principles of form.
(2) Objectives of the format.
(3) Method of operation of the model.
(4) Form of assessment.
(5) Results from using patterns.

2. The level of opinion of the experts regarding the appropriateness of the draft, the development of the innovative model of school administration under the Office of Secondary Educational Service Area 18, as a whole is appropriate at a high level and when considering each item it was found that all of the results had a high level of assessment appropriateness, feasibility of the development of school administration innovation model under the Office of Secondary Educational Service Area 18, found that the assessors had opinions on the development of the model of school administration innovation under the Office of Secondary Educational Service Area 18 by at the highest level, when considering each aspect, it was found that all aspects were at the highest level.

Discussions

On the research on the development of the model of school administration under the Office of Secondary Educational Service Area 18, there are issues to be discussed as follows: The results of the analysis of the level of operating conditions, innovation, development of innovative model of school administration under the Office of Secondary Educational Service Area 18, in overall, were at a very good level. The highest mean values were the principles of secondary learning organization. Down is the principle of training and development and the least average aspect is the principle of participation. Assist administrators with regard to development of organizational learning is consistent with research in line with the Office of the National Quality Award. (2011, p.131) and the European national quality award (2010, p.141) said analysis measurement and knowledge management is important in information technology including effective knowledge management of the institution, including measurement analyze and improve the performance of the organization and management of information, knowledge and information technology, which is in line with the national quality award, Japan. Deming price said that the ability to store and network information both internally and externally determines the state of application of statistical tools. To analyze data, the ability to use public information of computer utilization for the collection process which is in line with the national quality award criteria, Singapore (National Quality Award Office, 2011), said that it is focused on information management and the use of comparable data and comparison with the best to support decisions at all levels of organization Information system management comparison with competitors and the best things in line with Barbara (2009) found that in increasing the efficiency of education management, it is the use of technology in teaching and learning, increasing teaching skills for teachers, school administrators support and promote resources, budgets, as well as allowing teachers to constantly develop their teaching and to adjust the organization to survive and compete under the changing environment. It is important to have a process that combines the ability of the information technology system to process information and the ability of people together appropriately and in accordance with Chuan Pharangkun (2009). Research on innovation research. Administration of Western Border Schools, the sample group consisted of western regional border schools under the Office of the Basic Education Commission. 43 bases of informants comprising 564 school

administrators and teachers. The results showed that there were 9 elements of innovation in western border school administration, namely 1) leadership, 2) innovation development, 3) distribution power 4) planning 5) knowledge management 6) using school as a base 7) using information technology 8) taking students as important 9) developing learning processes and images which consists of 9 key elements that are accurate, appropriate, possible and can be utilized and individually found that 1) the organizational structure of the organization is at a high level when considering the details found that the highest mean is that teachers and educational personnel who are committed and believe that the organizational structure will inspire innovation. That is, there are activities or projects that encourage teachers, educational personnel to work together to create innovations and the least average mean is that teachers and educational personnel attach importance to the principles of organizational structure, have a common sense 2) On the principle of managing schools using the school as a whole base at a high level when considering each item it was found that the highest average value was that the school gave priority to the administration by using the school as the base, followed by the school having the analysis of the current condition, the problem is always in demand and the lowest mean value was the teacher, official. Study and join as a working group based on knowledge and skills 3) Training and development as a whole is at a high level. When considering each item, it is found that the highest average is training and experience in school development, followed by the school. The person has to look at work or field trips to add work experience about innovation and the least average thing is to prepare various equipment and pouring systems. Information technology, such as e-learning, for individuals in the organization to learn about innovation 4) Participation in innovation at a high-level Personnel are always involved in the analysis and improvement of the problem. Is the opportunity for personnel to participate in the invention of new inventions or work processes and the least average value is the opportunity for personnel to improve the quality of the performance continuously 5) The overall learning organization at the high level, when considering each item, it was found that the highest mean value was the system that was able to access and collect information both internal and external.

Conclusions

The development of an innovative model for school administration in the Secondary Educational Service Area Office 18 resulted in an assessment of the suitability of the model for applied in school administration, the management dimension with the quality system. which emphasizes overall participation is appropriate at a high level, probably due to the quality management process that emphasizes participation, allowing all involved parties to have the opportunity to recognize, suggest and participate in compliance implementation guidelines, as well as participating in the evaluation of the school from the beginning in the process of analyzing organizational problems, determining the direction of action, receiving the development of personnel until the final resultant process. This is considered a shared responsibility, so that everyone involved can understand the context and needs of the school at all times and jointly choose the appropriate approach.

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