

## **The Development of Administrative Law Training Curriculum for School Administrators**

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### **Abstract**

There is a purpose of this research was to study the theories and research related to Administrative Law. The research instruments were used in the research as followed: opinion questionnaire, rating scale questionnaire to estimate Administrative Law training course for school administrators, test, satisfaction questionnaire of school administrators, and verification form to approve the curriculum. The sample was 148 administrators under Surin Primary of Education Service Office Area 3. The statistics to data analyse were percentage, mean, and standard deviation. The research result found that the concept study, theory, researches, Administrative Law training curriculum, related documents, and interviews with 5 experts in administrative law to scope the area of training content by following: Basics of Administrative Law; the National Government Organization Act, BE 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546; the Administrative Procedure Act, B.E. 2539; Act on Establishment of Administrative Court and Administrative Court Procedure of Thailand, B.E. 2542; The Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540.

**Keywords :** Development, Training Curriculum, Administrative Law

### **Introduction**

Human resource development is a process that should be continued and implemented in various forms. As well as the Office of the Public Sector Development had been prepared the quality of public administration in B.E. 2558 to promote and encourage the government to raise the level and quality of public administration to be high and high performance and work standards comparable to international standards. The monitoring of the quality in education and the development in education of Thailand found that barriers to educational management, including the need to edit as fast as they needed such as quality teacher and the administrator in the school, the quality of curriculum, the quality of learning management ,and education management

(Ministry of Education, 2009: online), and the factors that influence the effectiveness of the organization is wide factor is management organization, a person who has a key role to act as the command and control of the activities of the Organization, initiated by target (Keawmeesri,B, 2002:1). Administration development is a process that is very important in the administration personnel, because when the time is past, the progress in science and technology also change the way it works.

As the requirement to develop personnel to provide the appropriate skills. New generation of administrator in education to be changing as a team leader in human resource management to create the learning organization as a key strategy to modify and social development by masses of people need to realize that its quality started from the education system and development of human resources effective. (Sathirakorn, P, 2004 : 1)

Therefore, nowadays organizations understand that training and development is an investment which returns a value, because it helps the organizations achieve their goals. As the reason that mentioned above, the change in policy, including education reform, in the second decade focused on improving the quality of teachers and education personnel.

Personnel administration in the Office of the Basic Education committee by using the Teacher Civil Service and Educational Personnel Act, 2004, and which it amended to use it by following: personnel administration committee of teacher civil service and educational personnel to set the position preference, to set academic standing and to earn a salary for who get extra money of academic standing, and get extra money of the position, also the committee assigned someone in a suitable position for enhancing efficiency in the performance of official duties. The officer was abided by discipline which the disciplinary actions used to discharge, to invoke, and to complaint government from the service. Supervisors also had a duty to subordinate to work as standard as the position, and managed it according to authority and the law empowers the individual in order to allow the approval of the appeal, also give the certification and registration according to the law.

As operation of the provisions by using Constitution, it had the administrative disputes caused by two main groups. The first group, the administrative disputes caused between administrative agencies or state officials with the private sector. The second group the administrative disputes caused between administrative agencies or state officials themselves. Group 2, the dispute brought lawsuits against a court ruling that has the largest number of cases are related to personnel administration, whether it sued to revoke the administrative order regarding recruitment, appointment, promotion, transferring the position, disciplinary action moving developments. They got discharged from government service appeals grievances, and queries about benefits and welfare. Including, the lawsuit asked for getting back of the damages above. The lawsuit asked the administrative agencies and state

officials to do their duties within the times that court determined. Also including the lawsuit asked for the damages caused by neglect of duty or delay, and the lawsuit asked for employment contract (Administrative Court. 2014 : 16-25).

As the study, it said the amount of the teacher civil and the education personnel under Surin Primary of Educational Service Office Area 3 received about the grievances on duty since the fiscal year 2005-2015 found that teacher civil and educational personnel had appealed, complained, and asked for the justification because the head teacher used the authority by the law, but he or she was unjust, discretion which can't be justified. So, they gave Surin Primary of Educational Service Office Area 3 and the subcommittee of teacher civil and educational personnel in Surin Primary of Educational Service Office Area 3 to judge them as much as they asked for justification in the administrative court about their operation by determines the duration of a dispute or appeal to the governing authorities. The parties acknowledge facts sufficient evidence to dispute an order revoking the right to access public information officer on liability for wrongful of officers, also the need to development of their knowledge understanding about the law to be effective in the management of school administrators. (Surin primary of Educational Service Area Office 3, 2014 : 1). On their duty, determining the duration of the appeal or objection, which the authorities. The ruling, the parties acknowledge the facts sufficiently, dispute the evidence, revocation the command, the right to access government information as liability for wrongful of officers, to control the authority of administrators within the administration and control of the judicial authority.

As the issue, the researcher who was deputy director of the Office Educational Service Area that had the position as executive administrator in the institution and under the Teacher Civil and Educational Personnel act B.E. 2547 organized the training curriculum for administrative law educational institution administrators to enhance the knowledge and skills by using the power and controlling of the power by the ruling parties and the judiciary. So they were able to work according to the principles administrative law. This will result in great benefits of education to be effective in the future.

## **Research Objectives**

To study the scope of the training development curriculum relating to administrative law.

## **Research Methodology**

### **Population and Sample**

The population of the study was 234 school administrators of Surin Primary of Educational Service Office Area 3, and the sample was 178 school administrators who used in a survey on the needs about the administrative law

from 148 the school administrators of Surin Primary of Educational Service Office Area 3 by using the table of Krejcie&Morgan and using the stratified random sampling discrepancy at a rate 0.5. The questionnaires were returned as 148 school administrators from 100 percent (N = 148).

#### **Research Instrument**

There were interviews, opinion questionnaire, rating scale questionnaire to estimate Administrative Law training course for school administrators.

#### **Data Analysis**

Analyzed the data by using the statistic as following; the percentage, standard deviation.

#### **The research results**

The area of Administrative Law Training Curriculum was following: Basics of Administrative Law; the authority structure of administrator in the Basic Education (the National Government Organization Act, B.E. 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546) ; the Administrative Procedure Act, B.E. 2539 ; the Establishment of Administrative Court and Administrative Court Procedure of Thailand Act, B.E. 2542 ; the Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540 which all had consistent with the role, and the responsibility of the school administrator of Basic Education.

#### **Discussion of the research findings**

The area content of the Administrative Law training curriculum for school administrators was included as following: Basics of Administrative Law; the authority structure of administrator in the Basic Education (the National Government Organization Act, B.E. 2534; Teacher Civil Service and Educational Personnel Act, B.E. 2547; The Administrative Organization of the Ministry of Education Act of B.E. 2546) ; the Administrative Procedure Act, B.E. 2539 ; the Establishment of Administrative Court and Administrative Court Procedure of Thailand Act, B.E. 2542 ; the Liability for Wrongful Act, B.E. 2539; and Official Information Act, B.E. 2540 which they were consistent with the roles and responsibilities of the management of basic education.

The Administrative Law training curriculum for school administrators had element as follows: principle and rationale; the objective; training activities; and measurement and evaluation. As the 9 experts' opined outline of the Administrative Law Training curriculum for administrator was appropriate in the most level, with it had an average total of 4.79, and standard deviation of 0.23 when considering in each element found that elements of the training of Administrative Law for school administrators had the right as a whole was at the highest level, it had an average of 4.67, and standard deviation of 0.33, and overall was at the most appropriate level. It showed that

the experts opined on the outline of the Administrative Laws training curriculum for law school administrators were very well suited for every element of the curriculum because the research had been studied the documentation, concepts, theories, and related research about Administrative Law which related to (Ampoet, K., 2002 : 18). He opined that the creating a training course in the proper training principles for the development of personnel in a certain position, which was the target audience or for people who had to perform the same tasks, although people must be in the same or different agencies should be required to comply with the 1st step reviewed the need for training, the 2nd step stated "mission" was the problem or to develop the 3rd step was objectives in the training stage four of the priority of the mission. The 4th step was organized the importance of the mission, when we know the mission of the issues were the need for training, because often there are multiple missions should be trained to change the behavior of participants. It related to the concept of (Praijit, K, 1999 :1) who studied the development program for the promotion of non-smokers volunteer village public health in the municipality of Suphanburi Province. There are four steps of curriculum development process as follows. First, learn the basics about public smoking, second, develop a training curriculum, third, trial program, finally, assess the program. It showed that, although it was necessary to analyze the training already, but before creating training courses needed to revisit the issue to be defined as the need for that training. What is the problem? Who does relate personnel in any position? What is the number suitable for submission to undergo training outside? Or it is enough to deal with a lot of training in a particular organization or agency. (It called In-house training) When people think are relevant, need to be trained, which it should be held within a reasonable amount, then prepare the next step.

### **Suggestions**

The study used research and development (R & D), which is the process of research and development as followed. The operation in this step is to develop as framework to develop a training curriculum for administrative law school administrators comply with basic information.

The scope of administrative law training development was studied and analyzed of the basic information needed for the development administrative law for school administrators.

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