

Using of Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand

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Abstract

The objectives of this research were to study the findings by trying out the academic work administration system of Network Center for Educational Quality Development, under the Office of Basic Education Commission in Thailand. By design academic work administration system of Network Center for Educational Quality Development of five main steps. Step 1 survey current conditions. Problem and needs to develop step 2 guidelines developed step 3 indicators achievement step 4 Determine how development and step 5 a reflective performance. Once the system is used to monitor and review. Brought to trial by the center for development studies network at 6 in 16 schools. The results showed that a measure of the achievement of academic administration center network found that the overall average is moderate. Considering each aspect with success indicators is the most students, followed by the field of quality assurance. Part of that success metric is minimal. Management engaged. And findings of evaluation in satisfaction on the usage of academic work administration system of Network Center of Educational Quality Development, found that in overall, the satisfaction was in "High" level.

Keywords: Network, Educational Quality, Administration System.

1. Introduction

The Ministry of Education has been decentralized and that all parties involved. This is consistent with the Education 1999, as amended (No. 2) 2002 requires that the organization and management structure of Thailand has a policy of unity and diversity. Pragmatic A decentralized to districts and schools, both academically budget personnel management. General and administrative To the Commission and the Office of Education and the school districts directly. Decentralization would allow schools flexibility. The freedom to manage as the School-Based Management: SBM. This will create a strong foundation and the school can provide training quality standards and continuous improvement. (Office of Basic Education. 2003) The administration and Board of Management Studies Educational Service Area Office of Education and educational institutions too efficiently and effectively and supports decentralization by SCOPE mission side 4. Centrally above Office of the Basic Education has considered establishing a network of education centers or networks, improving the quality of education in all districts by virtue of Section 37 of the Administration 2003 and the Education Regulations. Education about the criteria for division within the Office of primary education by 2010 prepared in district primary education office announced the establishment of a network to improve the quality of education. And rules governing center network quality education with the approval of the Board of Education Area. Regulations to define areas of primary education with the school network or a network to improve the quality of education. The overall study sites closest together of all sizes, including large, medium and small schools within the group are assigned to the central office of the school or office network, improving the quality of education. The method includes the above groups are geographically convenient transportation. As well as taking into account the location in the same district or local government. The education center or network quality education to approximately 8-15 schools, but this is no more than 20 school context and condition of each school district shall, with the approval of the Board of Education Area (Ruanglae. 2015)

The establishment of a network of education centers or networks, improving the quality of education above. Has the following objectives: (1) to promote networking in education was instrumental in helping policy-driven mission. The planned development of quality education (2) to foster cooperation in the prevention solutions to improve the quality of education and to raise achievement in the whole of the network center to rise (3) to promote and coordinate the academic level of education and the sharing of resources to maximize the quality of the students. And (4) to strengthen the capacity of the schools to be affiliated with support decentralization. (Ministry of Education. 2008)

Center network quality education cannot be achieved by the mission objectives as they should. The Academic Development Which is the main objective the integration of schools. This was due to several problems, such as lack of budget support operations, lack of technology, media and academic support. Lack of planning by all parties involved in the preparation of the development plan and the plan developed by the academic staff of the center network needs to be involved in the planning of academic sharing. The research center network quality improvement Mondjong (2005) found that most schools are located in remote areas and in the countryside environment and less potential availability. It is located in a remote civilization lack of funding schools that teach in the countryside. Teachers have to work hard, and lack of morale in the operation. Lack of teaching materials is an innovative new type of book to promote the book attributed to lack of knowledge of new laboratories. And activities for teaching activities impact teaching And the Research Center for Development Research Network (2005) schools with a highly academic administration. Whether executive management course teaching management evaluation, management supervision in education, administrative, technical development personnel, administrative, research and

development other technical project management, management assessment and academic performance of the school.

Operating results in the development of the network, the study found that in the academic year 2554 - 2556 academic achievement of students is a key indicator of school success, it appears that remain unsatisfactory and over. The same period, some schools do not always succeed in sending students to compete in academic skills. The results of a national test of basic education (O-Net) are lower than the average. Nationwide Students grade 6 to grade the three key subjects, including math, science, social studies and English language, Thailand. Below the average for the country as a result of lower average every 50 percent. The Course Science and English the result is an average 40 percent lower than the third course. The quality of the external second round of the Office for Standards and Quality Assessment (ONESQA.) found that schools under the Office of Basic Education (OBEC) 30,284 of certified quality standards for sulfur of 24,901, representing 82.22 percent of non-certified quality standards 5383 of 17.78 percent (Office for standards and quality assessment. 2011)

So as a research executive office area elementary education at the third, the study of the theory of Result Based Management: RBM concepts, theories place the Appreciation-Influence-Control: AIC theories circuit. Deming: PDCA synthesis, a concept used in the development of academic administration center network to improve the quality of education under the Office of basic education 5 steps. Stage 1 survey current conditions. Problems and needs of developing (Survey: S) Stage 2 guidelines developed by planning operations (Influence: I) Stage 3 targets. Indicators of success (Goal: G) Step 4 Action (Management: M) Stage 5 reflect the performance (Act: A) to be used in the development of academic administration center network quality education department of basic education. Next, the research that is necessary. Need to develop a system of academic administration center network quality education department of basic education to be strengthened, sustainable and effective to be a mechanism to drive the development of quality education system to achieve even more, and as a guide to improving the quality of education to be of a higher quality.

2. Objectives of Study

2.1 Designed for system Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand.

2.2 The using system Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand.

3. Method and Instruments

The development of center academic network for development of educational quality of basic educational commission office in Thailand. This is a research and development. The research step includes 3 phases.

Phases1: Systems Investigation and Analysis Synthetic process development of a process to change the composition of the existing system to be suitable for use in the performance even more. The educators and scholars have proposed the development of many include Banghart (1969), Smith (1978), Biggs and others (1980), Edwards (1985), Kendal and Kendall (1988), Debenham (1989), Kruwirat (1996), Hanga (2002), ruplan (2003), Bhatcharean (2004).

Phases2: Systems Design system Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand. Systems Investigation theory of Result Based Management: RBM, theories place the Appreciation-Influence-Control: AIC for Turid Soto and William and theories circuit Deming: PDCA. Current conditions, problems, needs, literature and related research study on best practices. The synthesis process is to develop a network of academic quality educational Design system Center Academic Network

for Development of Educational Quality of Basic Educational Commission Office in Thailand. (SIGMA) 5 steps. Stage 1 survey current conditions problems and needs of developing (Survey: S) Stage 2 guidelines developed by planning operations (Influence: I) Stage 3 targets. Indicators of success (Goal: G) Step 4 Action (Management: M) Stage 5 results reflect the work (Act: A) Table 1.

Table 1 Synthesis system academic administration center network quality education.

PDCA	Best Practice	RBM	A-I-C	SIGMA
	1. Survey Operations Research Network of centers to be set and used in the planning.	1. Strategic planning, strategic planning, organizational analysis of the external environment and internal organization defines its mission, objectives, goals, strategies work. Important factors to consider Success Organization Create an indicator of operating performance. 2. A survey to find out about current conditions.	A1=Understand the actual conditions	1. S = Survey: To explore the problems and needs to develop. 1.1 Quality learners 1.2 Development of Teachers and Staff 1.3 Management a participatory. 1.4 internal quality assurance system
P = planned implementation. Awareness Of guidelines for joint implementation.	2. The development of quality education and make a plan to improve the quality of student development. Development teacher Educational Personnel 3. Establishment and Appointment of Technical Development.	2. The specifications key performance indicators. Mutual agreement In order to help define the indicators, both quantitative and qualitative coverage takes place.	I = Creation development guidelines The procedure uses a creativity individual. I1 finding strategies to achieve the objective. I2 priority activities identified	2. I = Influence: Establish guidelines developed by the planned operation. Strategic success factors of the Academic Center network states. 2.1 Quality learners 2.2 Development of Teachers and Staff 2.3 Management a participatory. 2.4 internal quality assurance system

Table 1 Synthesis system academic administration center network quality education.

PDCA	Best Practice	RBM	A-I-C	SIGMA
D = implementation work plan together determine.	4. Using of resources human resources together.	3. The specifications key performance indicators. The agreement to bring a measure determines both quantitative and qualitative coverage takes place.	3. Building Practices (Control) is to determine how important it is to plan carefully what is the rationale, however. The goal, however, 3.1 responsible for planning 3.2 Plans / activities / projects.	3. G = Goal: Target indicators to success of the academic network center. 3.1 Quality learners 3.2 Development of Teachers and personnel 3.3 Management a participatory. 3.4 internal quality assurance system
		4. Measuring and monitoring performance. Provide for monitoring and reporting the performance of each indicator, according to the conditions specified.		4. m = management: Implementation plan to achieve a measure of each side. 4.1 Quality learners 4.2 Development of Teachers and personnel 4.3 Management a participatory. 4.4 internal quality assurance system

Table 1 Synthesis system academic administration center network quality education.

PDCA	Best Practice	RBM	A-I-C	SIGMA
C = check the performance schedule. A = reflection performance.	5. Research and development, including the development of quality educational resources. Development of Educational Personnel 6. The development of internal quality assurance system. 7. Report on the implementation of the Technical Center. 8. The Consideration and certify the Meritorious Service.	4. Rewards After considering the results of the implementation of the agreement or suggestions determines some measures to improve the performance according to the stated goal.		5. A = Act: Monitoring reflect performance means monitoring and operating results reflect the four sides. 5.1 Quality learners 5.2 Development of Teachers and personnel 5.3 Management a participatory. 5.4 internal quality assurance system

Phases 3: System Implementation and Verification

The implementation and review of the trial system academic administration center network quality education. Department of basic education in the school administrator's teachers and educational center in the network to improve the quality of education. Under the Office of Primary Education at the third Commission study of 90 people using a random sampling method is simple. The instrument used for data collection consisted of manual system administration, network development, academic centers, and the quality of education through efficiency and assessments through the index to find the consistency and confidence. Includes the evaluation indicators, the success of the students 21 teachers and educational personnel 19. Management Participatory 16 quality assurance within the 11 questions and a satisfaction rating in the system of academic administration. Improve education center networks. A summary of the activities and instruments are summarized in Table 2.

Table 2 the activities and tools.

Step	Activities	Tools
S : Survey	<p>1. Study and analysis by the Center for Education Quality Improvement Network meeting to analyze the context of a network as follows.</p> <p>S1: study current issues and network operations center is to explore the current state and problems of academic administration center network.</p> <p>S2: meeting the guidelines for the development of the current condition and development problems.</p> <p>1) The quality of learners. 2) Teachers and staff. 3) The management of a collective. 4) Internal quality assurance system.</p>	<p>1. The Role of the Network Center. Or a place to study and explore the current state of the network center.</p> <p>2. Poll about current conditions. And problems of academic administration center network.</p> <p>3. The focus group. To study current issues and academic administration center network and issues in the development of academic administration center network as the role of the network center.</p> <p>4. Questionnaire for research on current conditions. And the need to develop a network of academic centers. An open-ended questionnaire</p>
I : Influence	<p>2. The development of the implementation plan for each of the four top quality students. The teachers and personnel management with public and internal quality assurance system follows.</p> <p>I1: specific activities / projects to solve problems and develop.</p> <p>I2: prioritization of activities / projects in the solution.</p>	<p>1. A record of study on how to best practices in the development of academic centers network.</p> <p>2. The academic center network management system to improve the quality of education that has been considered by the experts.</p> <p>3. Manual draft technical center network management system to improve the quality of education that has been considered by the experts.</p>
G: Goal	<p>3. Target Indicators of success in operations. Quality learners The teachers and staff Management with public and internal quality assurance system. To facilitate the implementation of the implementation.</p>	<p>1. Assess the success indicators of academic centers, network management system; improve the quality education of 4.</p>

Table 2 the activities and tools.

Step	Activities	Tools
M : Management	4. Develop the quality of learners of teachers and personnel management with public and internal quality assurance system based on indicators as follows. M1: determine who is responsible for activities / projects. M2: the details and implementation of activities / projects.	1. Noted during the trial. 2. The non-formal learning. 3. The results reflect implementation plan. 4. Assess the success indicators after implementation.
A : Act	5. Reflect performance By examining and reflecting implementation quality of the students of teachers and personnel management with public and internal quality assurance system follows. A1: Evaluation. A2: Suggestions.	1. Evaluate of satisfaction of system users.

4. Results

4.1 Result system development Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand system in 5 steps. Stage 1 survey current conditions. Problems and needs of developing (Survey: S) Stage 2 guidelines developed by planning operations (Influence: I) Stage 3 targets. Indicators of success (Goal: G) Step 4 Action (Management: M) Stage 5 reflect the performance (Act: A), as illustration 1.

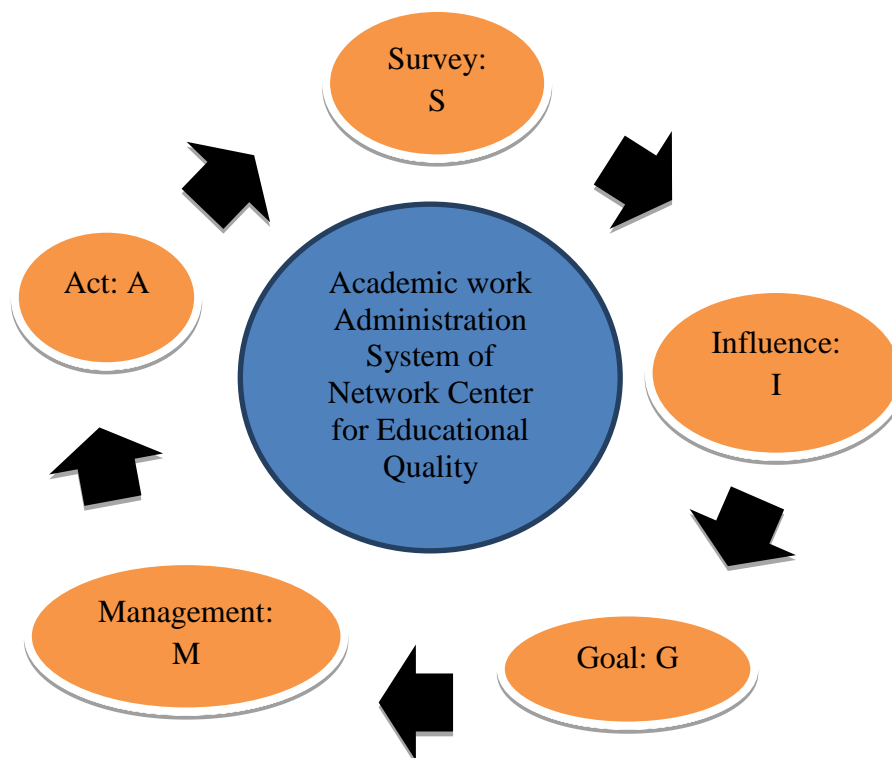


Illustration1 Academic work Administration System of Network Center for Educational Quality.

4.2 Using of Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand.

4.2.1 Evaluation indicators of success of academic administration center network quality education department of basic education in that level of success in the development of the students in the school network center to improve the quality education overall level, as shown in Table 3.

Table3 Evaluation indicators of the success of academic administration.

Indicators of success	\bar{X}	S.D.	interpretation
1. Quality Students	2.57	0.93	Mediocre
2. Teachers and personnel	2.51	0.83	Mediocre
3. Administration with a collective	2.51	1.00	Mediocre
4. Internal Quality Assurance	2.45	0.28	Mediocre
Total	2.51	0.89	Mediocre

4.2.2 Result satisfaction rating in the system of academic administration center network. Quality of education Office of the Basic Education Commission found that the overall level ($\bar{X} = 4.09$) when Consideration item is found to have satisfied all in all a lot.

5. Discussion

Discussing the findings gained from the development of academic administration center network to improve the quality education under the Office of Basic Education. Because the findings were obtained results showed that the appearance was consistent with the principles, concepts and findings are as follows.

5.1 Result system development Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand system in 5 steps. Stage 1 survey current conditions. Problems and needs of developing (Survey: S) Stage 2 guidelines developed by planning operations (Influence: I) Stage 3 targets. Indicators of success (Goal: G) Step 4 Action (Management: M) Stage 5 reflect the performance (Act: A). which is a synthesis of the ideas and findings that have already been introduced in the tube as well as the development of a network of academic centers to improve the quality of education. This is consistent with Thepkaiwan (2011) conducted a study to develop a collaborative model to improve education in small schools. Consist of The network six stages: 1) to recognize the need to build the network, 2) coordination agency / organization networks, 3) building commitment together 4) Network Management 5) development. Relationship and 6) the relationship continued. The composition of the partnership network for the quality of education in primary schools small: 1) the nature and activities that enhance the implementation of the mission of the network, 2) the scope and mission management education 3) techniques / methods. Members of the network 4) the empowerment network 5) A nice feature of the network, and 6) the performance of the network and reflect. And also in line with Boonsong (2001) studied the pattern of cooperation with the School of homeschooling families in Thailand. The participation of schools and families has equal rights in the process. Educational administration with dignity and with equal status. By emphasizing that the decision to embark. The co-operation the co-beneficiaries of the action

to study the development and for the benefit of the students study in the school system. And homeschooling have their own different features and limitations vary. Whenever we can develop characteristics of each way to strengthen support and support each other. The desirable in education, it would be with the child most important goal of education reform. It is possible that much. It requires the cooperation and participation of all parties. And also in line with Smith (1991) has researched the characteristics of an effective school system in the state of Georgia study found that components which are vital to the performance of the school. Is measured and evaluated regularly. The academic atmosphere and a strong leader meanwhile, it was found to have high hopes for the cooperation and assistance that are negatively correlated with school performance. Consistent with Norwich and Evans (2007) have studied "networks: cooperation between schools in the conference about the SEN (special needs education) in schools found that the use of many ways to make the school. Cooperate in assisting special education. This makes it possible to describe the various forms of cooperation have identified several factors associated with the establishment and operation of each factor and can explain the results were related to factors other with both positive and. delete This study presents the basic principles are important and contribute to helping special education by cooperation between school achievement. It is hoped that the results are based on a descriptive and hypothesis of this study will be useful for those interested in the development and uphold the help of special education, he believes that the study results are very important in helping special education. This will result in the erection of infrastructure in providing the educational system of the collaboration network of relationships between the school and the merger idea, which is a situation where it is necessary in the current situation. Significantly, he presented was to create a network of understanding on cooperation between the schools is statistically significant, and the place in good time for the students with the SEN However, we should realize not only the potential. On the plus side, however, take into account the risks and limitations of the network beyond that, we must remember that there are other ways to support students with SEN at school, agreeing to work together to build the network shows that is flexible to support pupils with SEN at the current confusion in the organization has seen.

5.2 Using of Center Academic Network for Development of Educational Quality of Basic Educational Commission Office in Thailand.

5.2.1 Evaluation indicators of the success of academic administration and the students found that the level of success in the development of the students in the school network center to improve the quality of education at schools, six of 16 overall in the medium. Evaluation indicators of the success of the academic administration, teachers and staff found that the overall average down moderate success. Participatory management found that the overall average measure success down to a lesser degree. The quality assurance within the overall evaluation measure success in moderate condition. The quality assurance within the overall evaluation measure success in moderate condition. This is consistent with Wichadthongrin (2012) conducted a research subject. Development management classes. Expand educational opportunities for schools that teachers have a better understanding about management classes after the workshop above. Before the workshop, the statistically significant level. 01 desirable behavior of students. The overall level. The self-discipline and the learning at a high level. The aim of the work. Is moderate and also in line with Piedsing (2010) has done extensive research on the development of management systems aimed at effective welfare schools. The results showed that Aimed at effective management systems in the Community has three elements, which are fed back into the system with: 1) the input. Leadership consists of the

management and implementation of education policy organizational characteristics Teacher characteristics - Personnel and the learners 2) The process includes analysis, planning, implementation, evaluation results, 3) yield management manuals aimed at effective welfare schools affecting students with desirable characteristics are as people. Nice people and enjoyed a lead management system aimed at effective use of the Community that can be applied to real success.

5.2.2 Result satisfaction rating in system of academic administration center network. Quality of education Office of the Basic Education Commission found that the overall level considering they were all satisfied with the level above. This is consistent with Wichadthongrin (2012) conducted research development management classes. Expand educational opportunities for school administrators and teachers were satisfied with the management class as a whole is at the highest level. Students were satisfied with the behavior management class teacher. The overall level and the appropriateness of the management class in the opinions of teachers from primary system to use overall level.

6. Suggestions

6.1 Should the results of the research and development of academic administration. Improve education center networks under the Office of Basic Education to improve the quality of the education system. Especially to education and decentralization improve education center networks. In order to improve the quality of education is a joint venture and assume responsibility for the results. Happened and a rectification to meet the demand.

6.2 There should be research Development of Academic Administration Improve education center networks under the Office of Basic Education by using the network as a base for the development of the practice entirely.

6.3 There should be research and development, promotion of academic administration. Improve education center networks under the Office of Basic Education effects of both positive. And negative for the development of quality education continues.

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