Development of Academic Administration System for Excellence of Mid-Sized Schools under the Secondary Educational Service Area Office in the Northeast

Praphutsorn Tharmalee[1], Prayuth Chusorn[1] & Chaiyuth Sirisuthi[1]

[1] Educational Administration and Leadership Northeastern University, Thailand

Correspondence: Asst. Prof. Dr. Prayuth Chusorn, Educational Administration and Leadership Northeastern University, Thailand. E-mail: prayuth.chu@neu.ac.th

Abstract

An Effective Academic Administration System is essential for attaining excellence in educational institutions. Through the optimization of processes, support for schools and students, and the promotion of data-driven decision-making, such a system assists institutions in adapting to evolving educational environments and delivering high-quality education. The objectives of this research were to study the components and indicators of academic administration for the excellence of mid-sized secondary schools, study the current and the desirable conditions and needs and to study the results of the implementation. Research and development approach was conducted research in 4 phases. The results of the research were as follows: The academic administration components for excellence in mid-sized secondary schools under the Secondary Education Service Area Office in the Northeast comprises four main components and twenty-two indicators. The current condition of the system is rated at a high level, while the desirable condition is at the highest level. The Academic Administration System encompasses four aspects: 1) Input includes Administrator, Teachers and Staff, Students, and a conducive learning environment,   2) Process involves two main components and twelve sub-elements, 3) Output consists of four components: A flexible and agile organizational structure that supports changes, higher academic achievement among learners compared to previous years, satisfaction among administrators, teachers, staff, stakeholders and acceptance within the community, 4) Feedback mechanisms include performance report to the public and utilizing evaluation results to make improvements based on recommendations. In conclusion, Academic Administration System's comprehensive approach, encompassing input, process, output, and feedback aspects has resulted in exemplary performance establishing these secondary schools as models of excellence within the region.

Keywords: academic administration system, towards excellence, med-sized secondary school

1. Introduction

The Academic Administration System plays a crucial role in fostering excellence within educational institutions. It encompasses various processes, tools, and strategies that streamline the administrative functions related to academic affairs. The key reasons why an efficient Academic Administration System is essential for excellence are: 1) Efficient resource management: An efficient academic management system helps allocate and utilize resources effectively, such as time, finances, infrastructure, and staff. This ensures that the school functions smoothly and maximizes resources efficiently, leading to improved learning outcomes (Scheerens, 2013). 2) Curriculum development and implementation: An academic management system aids in the development, implementation, and review of curriculum over time. They establish frameworks to ensure that the curriculum aligns with educational standards and meets the needs of students (Glickman et al., 2014). This helps deliver quality education and improve student learning outcomes. 3) Data-driven decision making: An academic management system facilitates the collection, analysis, and interpretation of academic data. This enables educational leaders to make informed decisions regarding teaching strategies, curriculum improvements, and student support services (Drew & Hardman, 2017). Data-driven decision-making leads to evidence-based practices and continuous improvement in learning outcomes. 4) Efficient communication and collaboration: An efficient academic management system promotes effective communication and collaboration among staff, students, parents, and other stakeholders. It facilitates the exchange of information, feedback, and ideas, fostering a supportive and productive learning environment (Barth,

2011). Improved communication leads to better coordination and alignment of academic goals. 5) Support and guidance for students: An academic management system includes mechanisms to support, guide, and provide counseling to students. It helps identify and intervene with students who may require academic or emotional support (Bidwell, 2018). Individualized approaches help students overcome challenges, enhance well-being, and improve learning outcomes. The 20-year National Strategic Plan (2018-2037) has set a vision for national development as follows: "Thailand is stable, prosperous, sustainable, being a developed country based on the Sufficiency Economy Philosophy." Development of the country according to the vision of 6 strategies: National Security Strategy, National Strategy on Building competitiveness National Strategy on Human Resource Development and Empowerment, The national strategy on creating opportunities and social equality, The national strategy for building growth on environmentally friendly quality of life and The national strategy for balancing and developing the public administration system. (Office of the Basic Education Commission, 2020). After the COVID-19 crisis in the country the Ministry of Education made a public statement. It will help the Thai education system to be flexible and able to adapt to the 21-century context of the country to find solutions for professions, industries, and businesses leading to the Thailand Education Eco-System Model. The secondary education level is post-primary education that aims to provide learners with both academic and professional knowledge that is appropriate to their age, needs, interests, and aptitudes so that individuals understand and know how to choose a career that is beneficial to themselves and society. This level of education is divided into two parts, namely, lower secondary education and upper secondary education. Each chapter takes about 3 years to study, which is considered an intermediate level of education. which is held for adolescents aged about 12 - 17 years old to study after the completion of elementary school and to provide a foundation for higher education. Those who have graduated from secondary school may go out to pursue careers that are appropriate for their age and abilities or pursue higher education, So at the junior high school level, students should choose academic and professional groups according to their aptitudes and widespread interest and at the high school level should allow the learners to focus on the subject groups that the learners will take as a career in the future (Sumon Amornwiwat (2016). At present, the trend of education management in medium secondary schools must accelerate the development of learning processes to raise the standard of learners. The current conditions and future trends of basic education institutions under the Office of the Basic Education Commission face internal and external changes in terms of quantity and quality of education.

Due to high-level policies that change according to economic conditions politics and modern world trends in the 21st century. In addition, there are suggestions to accelerate the development of the learning process to raise the standard of learners. It can be seen that the direction of improving the quality of education in Thailand and the problem of the quality of such education. School administrators and educational stakeholders should develop more academically. Several problem statements related to implementing an academic administration system for the excellence of medium-sized secondary schools: Inadequate Administrative Efficiency: The existing administrative processes in mid-sized secondary schools lack efficiency, resulting in time and resource wastage that hampers the pursuit of excellence. Data Management Challenges: Medium-sized secondary schools struggle with effective data management, making it difficult to track student progress, faculty performance, and resource allocation accurately. Limited Resource Allocation: The allocation of resources, including faculty, infrastructure, and technology, is often suboptimal, hindering the school's ability to provide a high-quality education. Curriculum Adaptation: Adapting the curriculum to meet the evolving educational landscape and student needs is challenging, leading to a potential gap in preparing students for the future. Student Engagement and Retention: Mid-sized secondary schools face issues related to student engagement and retention, which affect overall academic excellence and performance. Ineffective Communication: Communication between various administrative departments, faculty, and students is often ineffective, leading to misunderstandings, delays, and inefficiencies. Resource Constraints: Mid-sized secondary schools frequently operate with limited budgets, which can limit their ability to implement effective academic administration systems. Lack of Data-Driven Decision-Making: The absence of data-driven decision-making processes makes it challenging for schools to make informed choices regarding curriculum improvements, faculty development, and resource allocation. Compliance and Accountability: Ensuring compliance with educational standards and maintaining accountability in a mid-sized secondary school can be challenging without a robust administration system. Teacher Workload Management: Managing teacher workloads and professional development needs to align with the school's pursuit of excellence can be a complex task. Technology Integration: Integrating technology into administrative processes and classrooms can be a hurdle, impacting the school's ability to keep up with modern educational standards. Student Assessment and Evaluation: Developing fair and accurate systems for student assessment and evaluation that align with the pursuit of excellence is a significant challenge. These problem statements highlight various aspects of academic administration in mid-sized secondary schools that need to be

addressed to achieve excellence. Solving these issues requires the development and implementation of effective academic administration systems.
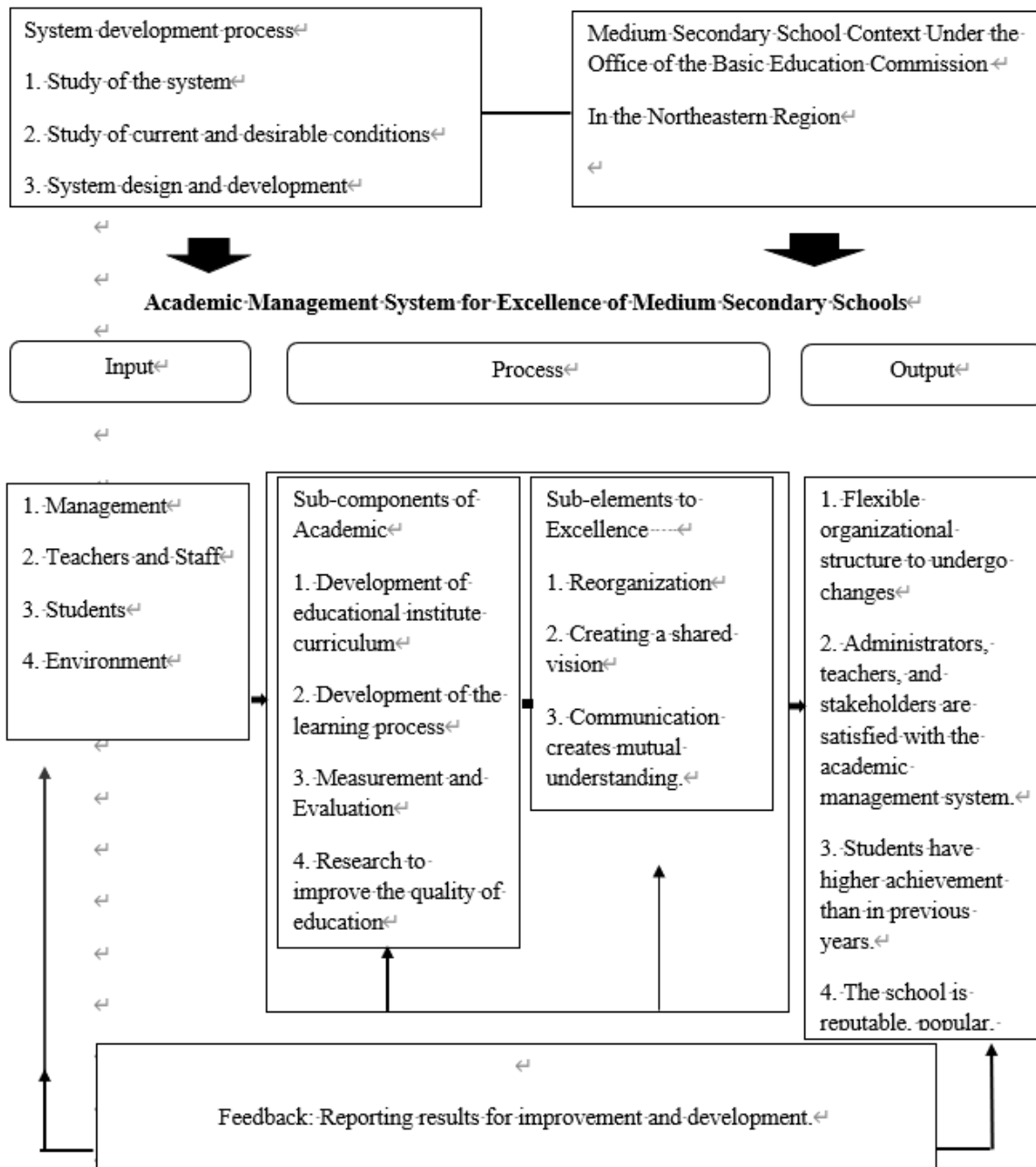
2. Conceptual Framework

Figure 1.

3. Research Objectives

The research focused on the model of educational administration for achieving excellence aims to create an administrative system tailored to secondary schools. This study employs a mixed-method research approach with the following specific objectives.

Study the components and indicators of the academic administration system for the excellence of mid-sized secondary schools under the Secondary education service area office in the Northeast, examine the current conditions desirable conditions and priority needs index. Develop an academic administration system to enhance the excellence of

mid-sized secondary schools. Additionally, evaluate the results of implementing this academic administration system to improve the quality of education in medium-sized secondary schools.

4. Methodology

This research and development are divided into 4 phases as follows:

Phase 1: Study of the components and indicators of the academic administration system for the excellence of medium-sized secondary schools under the Secondary education service area office in the Northeast, The group of informants who examined the suitability of components and indicators consisted of 7 experts by purposive sampling.

Phase 2: Study the current conditions, desirable conditions and priority needs index of academic administration system for the excellence of mid-sized secondary schools under the Secondary education service area office in the Northeast.

(1) The population comprises administrators and teachers in mid-sized secondary schools within the Secondary Education Service Area Office in the Northeast, totaling 526 locations.

(2) The sample group consisted of administrators and teachers from 150 mid-sized secondary schools under the jurisdiction of the Secondary Education Service Area Office in the Northeast. The informants were selected from each school, comprising school administrators and 300 teachers responsible for academic work were obtained by purposive sampling.

Phase 3: Design of academic management system for the excellence of mid-sized secondary schools under the Secondary education service area office in the Northeast, A group of contributors in group discussions to develop teacher competency programs. This includes 9 experts who have met the specified criteria and a group of informants who evaluate the system (by assessing suitability/feasibility/ Benefits) including 9 qualified persons who have been acquired according to the specified criteria.

Phase 4: Investigate the effect of implementing the Academic Administration System on the excellence of mid-sized secondary schools under the Secondary Education Service Area Office in the Northeast. The program was implemented in one school, involving 35 students.

5. The Results of the Research

(1) The academic management system for excellence of mid-sized secondary schools consists of 4 areas as follows: Inputs include Administrators, Teachers, Staff, Students, and Environments conducive to the learning Process Academic administration's 6 subsystems are as follows: School curriculum development, Learning process development, Measurement, and Evaluation. Research to improve the quality of education, Supervision Educational, Quality Assurance, Management to excellence organizational, Restructuring, Building a shared vision, Communication creates mutual understanding, Teamwork, Student focus, and Commitment to Excellence in Productivity (Output) which consist of academic achievement by the goals of the academic development plan for excellence academic, achievements are recognized by organizations related to teaching and learning, Respond Community and local needs. Feedback consists of performance reports and dissemination to the public. assessment results are used to improve and revise according to the recommendations.

(2) Current and desirable conditions of the academic administration system towards secondary school excellence the results are summarized as follows: In terms of inputs, the overall current condition was at a moderate level, with the highest average of the three in descending order of average words: teachers and personnel, administrators and students. The overall desirable condition was at a high level. The highest three averages ranked in descending order of word average: administrators, teachers and personnel, and students. In terms of process (Process), the overall current condition was at a moderate level. with the highest average of the three sorted in descending order of average: focusing on students, striving for excellence, and building a shared vision, The overall desirable condition was at a high level with the highest three averages. Sorted in descending order of average, the first is a commitment to excellence. Second, there are two things: communication creates mutual understanding and focus on learners. The third is creating a shared vision. In terms of output, the overall current condition was at a moderate level with the highest average of the three sorted in descending order of average: students, organizational structure, administrators, teachers, and personnel, The overall desirable condition was at a high level with the highest average of the three in descending order of average: schools, organizational structure, and students. In terms of feedback, the overall current condition was at a moderate level. and the overall desirable condition was at a high level.

(3) Design results of an academic administration system for the excellence of mid-sized secondary schools in 4 areas as follows: In terms of inputs consist of 4 components: Administrators, Teachers and staff, Students, and Environments conducive to learning. In terms of the process consist of 12 components, for the process consists of 1) Academic

Management consists of 6 sub-components: School Curriculum Development, Learning Process Development, Measurement and Evaluation, Research to Improve Education Quality, Education Supervision, and Education Quality Assurance. 2) Management excellence consists of 6 sub-components: Organizational restructuring, creating a common vision, Communication creates mutual understanding, Team Collaboration, Learner Focus, and Striving for Excellence.

In terms of output, it consists of 4 components: Academic achievement according to the goals, Academic development plan for excellence, Academic achievement recognized by relevant organizations, and Teaching and learning respond to Community and local needs.

In terms of Feedback, it consists of 2 components: 1) Report the performance and disseminate it to the public.

(4) The results of the assessment of the implementation of the academic administration system for excellence of mid-sized secondary schools are as follows:

1) Assessment results of the use of academic administration system for the excellence of mid-sized secondary schools was found that the performance was at a high level in all aspects.

2) The results of the satisfaction study of administrators, teachers, and personnel of the sample group are committed to the academic administration system for the excellence of medium-sized secondary schools was found that the administrators, teachers, and personnel of the sample schools were satisfied with the academic administration system for the excellence of mid-sized secondary schools in terms of inputs, processes, productivity, and feedback at a high level in all aspects.

6. Discussion

The components of the Academic Administration System for enhancing excellence in mid-sized secondary schools under the Secondary Education Service Area Office in the Northeast were assessed for their overall fitness, considering each item. The study revealed that the three elements with the highest average were identified and ranked accordingly. The Feedback and Process aspects align with the findings of Somsri Pimphipat's (2016) which aimed to explore the management for excellence in small educational institutions under the Bangkok Metropolitan Administration. Somsri Pimphipat's study confirmed the results of the administrative components for excellence in small educational institutions under the Bangkok Metropolitan Authority, comprising five elements deemed appropriate, feasible, accurate, and practical. Two of the significant administrative elements identified were Student-centered Teaching and Learning and the Structuring of Educational Institution Administration.

The current condition and the desirable condition of the academic administration system for the excellence of mid-sized secondary schools, found that the current condition of the academic administration system towards the excellence of secondary schools are at a high level and the current output is moderate. The desirable condition of the academic administration system towards secondary school excellence regarding inputs, process, outputs and feedback have high level of desirability in all aspects, The results of the research can be observed that the current and desirable conditions data are similar, the data shows the management which is practiced in the field of inputs. process and output, there was the highest level of development demand in all aspects. The reason for this may be that: Academic administration is usually carried out and each school has different management achievements. Some schools may have good management but are interested in developing the academic administration system to excellence for a better management system because the development of academic administration is a continuous development and sustainability of development success and it can handle changes in the economic and social conditions in the present era very well. Development of academic management system for excellence, therefore, it is good and worthy of student development whish is consistent with the research of Sarut Bunnontae (2015) conducted a comprehensive study on the guidelines for effective academic administration of schools under the Provincial Administrative Organization. The primary objective was to investigate the existing issues and requirements pertaining to academic management guidelines and develop efficient academic management guidelines for these schools. The findings of the study revealed the following key points: The current state of the academic management approach, concerning inputs, demonstrated a moderate level of practice. On the other hand, the process aspect showed a high level of practice in terms of output and a moderate level of practice in the POLC (Planning, Organizing, Leading, and Controlling) domain of academic administration. The identified problem conditions and needs for academic administration encompassed several aspects, including the absence of well-defined plans and procedures, policy shifts, and limited involvement of teachers and stakeholders. To address these needs, it was suggested to formulate clear policy plans and encourage the active participation of teachers and relevant parties in the implementation. The effective guidelines for the academic administration of schools under the Provincial Administration Organization comprised four main approaches and ten

sub-approaches, as follows: 1) Academic Leadership as an input factor.2) Process Aspects, which encompassed curriculum development, learning process development, instructional management, assessment, and the transfer of academic performance. It also involved media and technology development for education, educational performance, and quality assurance.3) Output Aspects, focused on assessing the effectiveness of academic management approaches. 4) Information Aspects, which involved reporting results and recommendations to relevant parties, incorporating assessment results to make improvements based on recommendations, and establishing supervisory procedures and rules. The guidelines were designed to facilitate operations, enabling executives to promptly monitor operations and address any arising issues.

The results of the assessment of the implementation of the academic administration system for excellence of mid-sized secondary schools showed that the results of the assessment of the use of the academic administration system towards excellence of secondary schools showed that the performance was at a high level in all aspects. Administrator satisfaction study results, teachers and school personnel are a sample of the school management system, the academic administration system for the excellence of secondary schools was found that the administrator, teachers, and personnel of the sample schools were satisfied with the academic management system towards the excellence of secondary schools in terms of inputs, processes, productivity and feedback. These findings align with the perspective of De Porter (2000) who defines excellence as the pursuit of the highest quality in everything, emphasizing its wonderful, valuable, and worthy nature. De Porter cites Aristotle, stating that excellence is an art that one acquires through consistent practice and habitual action.

Conclusion: An effective academic administration system is crucial for achieving excellence in schools. The system should encompass various components such as academic affairs administration process, budget administration, personnel administration, and general administration. The academic affairs administration component should focus on curriculum development, learning process development, measurement and evaluation of learning outcomes, research for educational quality development. The general administration component should involve administrative, facilities environment administration and student affairs administration. Implementing an effective academic administration system can lead to improved student quality and satisfaction among administrators and teachers.

7. Suggestions

7.1 Implementation Suggestions

(1) Development of an academic administration system for the excellence of mid-sized secondary schools under the Secondary education service area office in the Northeast. Administrators must understand the goals of development. How to carry out development The development process is closely monitored to achieve the objectives.

(2) The implementation of management system development has applied knowledge management principles. In exchange for learning, executives or responsible persons may incorporate additional activities to promote relationships and learning of personnel so that personnel learns to research. Knowledge is a person who wants to learn and transmits the characteristics of pursuing learning to the students.

(3) The implementation of activities according to the subsystem units can adjust the format of the activities to make them more attractive.

7.2 Recommendations for Further Research Studies

A comprehensive study is needed for the development of an academic management system that enhances excellence in secondary schools of all sizes. There should be create a versatile management system tailored to the specific context and mission of each educational institution.

Another critical area of study there should be a study on factors influencing the development of the academic administration system toward the excellence of secondary schools. In terms of factors that promote development or factors that hinder system development and solutions to be used as information for the development of the academic administration system towards excellence of secondary schools.

References

Barth, R. S. (2011). Leading for transformation. *Phi Delta Kappan, 92*(6), 61-66. https://doi.org/10.1177/003172171109200502

Bidwell, A. (2018). The importance of academic management. *Journal of Applied Learning in Higher Education, 1*(1), 3-7.

De Porter. Bobbi. (2000). *The 8 Keys of Excellence: Principles to Live By. FL: Forum Learning, 2000.*

Drew, D. E., & Hardman, M. L. (2017). Data-Driven Decision Making: The Role of Academic Management in Student Learning Outcomes. *Journal of Higher Education Theory and Practice, 17*(2), 80-88.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and instructional leadership: A developmental approach.* Pearson.

Office of the Basic Education Commission. (2019). *Basic Education Strategic Plan for 20 years (2018 - 2037).* at: https://www.obec.go.th/archives/119731

Sarut Boonnontae. (2015). Guidelines for the academic administration of schools under the administrative organization province. *Bua Graduate School of Management Journal Ubon Ratchathani Rajabhat University, 15*(special issue), 243-251.

Somsri Pimpipat. (2016). *Administration for excellence in small educational institutions under the jurisdiction of Bangkok*. Doctor of Philosophy Thesis Department of Educational Administration. Nakhon Pathom: Graduate School Silpakorn University.

Sumon Amornwiwat. (2016). *Thai Encyclopedia for Youth, by Royal Command of His Majesty the King, Supplementary Learning Edition, Volume 2*. ISBN: 9749246012. 192 pages. Publisher: Thai Encyclopedia Project for Youth, by Royal Command of His Majesty the King.

Scheerens, J. (2013). School Effectiveness and School Improvement. *An International Journal of Research, Policy, and Practice, 24*(1). https://doi.org/10.1080/09243453.2012.691100

Copyrights