

Participatory Model Development in Administration Based on 21st Century Dynamics in Secondary Schools under the Secondary Education Service Area Office Nonthaburi

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ABSTRACT

This research the objectives were to 1) study the conditions of participatory academic administration under the dynamics of the century 21 schools Under the jurisdiction of the Nonthaburi Secondary Educational Service Area Office, 2) Study the components of participatory academic administration under the dynamics of the 21st century schools under the jurisdiction of the Secondary Educational Service Area Office, Nonthaburi, there were 327 people. The instrument used was a questionnaire. Statistics used for data analysis include frequency, mean, standard deviation (S.D.), and exploratory factor analysis (EFA).

The results of the research found that the condition of participatory academic administration under the dynamics of the 21st-century schools under the jurisdiction of the Secondary Educational Service Area Office Nonthaburi is at the highest level (Measure, element 3 has indicators, element 4 has indicators, and element 5 has indicators).

Keywords: *Participatory; academic administration; 21st century dynamics*

INTRODUCTION

The National Economic and Social Development Plan No. 12 (No. 12 2017-2021 and 2022) has discussed the development of the country according to the guidelines of the previous National Economic and Social Development Plan. As a result, Thailand has a higher level of development respectively. Setting the vision of this development plan is based on the vision of the national composition framework that states: "Thailand is stable, prosperous, sustainable and a developed country. by developing according to the philosophy of Sufficiency Economy" while setting goals and indicators in various areas of the National Economic and Social Development Plan take Thailand's 2036 future goals, which are 20-year national composition goals, as a framework for setting goals to be achieved in 5 years. In addition, the Secretariat of the National Economic and Social Development Council The study has created the National Education Plan 2017 - 2031 to be used as a long-term strategic plan for agencies related to education in the country. Both in the Ministry of Education and outside the Ministry of Education has been used as a framework and guideline for educational development and learning for citizens of all ages from birth to life. The important aim of the plan is to focus on ensuring educational opportunities and equality and education for employability and job creation under the economic and social context of the country and the world that is driven by innovation and creativity, including dynamism. So that Thailand can overcome the middle-income country trap. Going to a developed country, education is therefore very important for the development of human resources to develop people in an all-round way and balance to be the main base of development especially developing the nation's youth for the 21st-century world, to

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make Thai people good, talented, happy, and academically knowledgeable and professional competency, eager to learn, continuously seeking knowledge throughout life Have perfect physical and mental health, be able to pursue a career and live happily with others along with building Thai society into a society of morality, wisdom and learning It aims to develop Thai people into a society of morality, wisdom and learning Knowledge, innovation, and intellectual property technology are created for learning. Leading to a society of sustainable learning, good health, and people living together in peace and generosity as well as developing the environment as a base for human development and creating a society of morality, wisdom, and learning. (Office of the Education Council, 2009, 17-19) academic administration is an important mission of school administration according to the National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2002 has aimed to decentralize management to as many educational institutions as possible. To allow educational institutions to operate independently, flexibly, and quickly, in line with the needs of students, schools, and local communities. By relying on participation from all stakeholders. This will be an important factor that makes educational institutions strong in administration and management. Able to develop curriculum and learning processes as well as measurement and evaluation in measuring factors supporting student quality development. Local schools and communities with quality and efficiency (Thanya Yongyotying, 2017).

Educational institution administrators must attach great importance to academic administration. As for other aspects of work, although they are also important, but it is only a part of promoting and supporting academic work to proceed efficiently. Administrators must support teachers in organizing teaching and learning activities to achieve the goals of the curriculum to check which educational institution Administrators attach importance to academic work. This can be seen from the fact that the educational institution has a clear scope of academic work. Executives have visions and new ideas for developing work. Teachers are aware and work together to develop academic work seriously. Able to apply the philosophy of the educational institution to the implementation of various projects very well and be able to apply knowledge effectively Administrators will manage academic affairs to be efficient. Must understand the scope of academic work know the problems that arise and find solutions to solve those various problems (Muna Jarong, 2017). Academic work is a management activity regarding Curriculum work using the curriculum as a textbook for teaching and learning Teaching media work measurement and evaluation work, library work, educational supervision work, educational planning work, and academic training meetings to encourage learners to achieve the stated educational goals with maximum efficiency, knowledge, ethics, and qualifications as desired to be able to use it to continue living in a society very well (Sathit Thesarat, 2020) Academic administration is the main administrative job. Educational institution administrators must therefore have a role, duty, and mission to determine the scope of administration academic work, with vision and new ideas for work development as well as cooperate with personnel in developing the academic work of the educational institution to be effective. The scope of academic administration includes 1) development or operations regarding giving opinions on the development of local curriculum content 2) planning academic work 3) organizing teaching and learning in educational institutions 4) curriculum development of educational institutions 5) Development of the learning process 6) Measurement, evaluation, and transfer of academic results 7) Research to develop the quality of education in educational institutions 8) Development and promotion of learning resources 9) Educational supervision 10) Guidance 11) Development of internal quality assurance systems and educational standards 12) Promotion of communities to be academically strong 13) Coordination in academic development with educational institutions and other organizations 14) Promoting and supporting academic work for individuals, families, organizations, agencies, establishments, and other institutions that provide education. 15) Creating regulations and guidelines regarding academic work in educational institutions. 16) Selection of textbooks for use in educational institutions 17) Development and use of technological media for education (Ministry of Education, 2007) Therefore, what is the challenge for administrators in managing academic administration? Enhancing the skills of students in the 21st century, it requires cooperation from all sectors to keep up with the changes in academic administration under the dynamics of the 21st century towards becoming a sustainable ASEAN social and cultural community of management. Thai basic education to be able to organize education to be complete and ready there is clarity in the management of education that is connected and integrated with consistent work. Can be used as an important foundation of educational management. In terms of the changing circumstances of the dynamics of the 21st century that are significant to education management 4.0 and outline the main goals. The educational management process 4.0 under the dynamics of the 21st century towards becoming a sustainable ASEAN social and cultural community.

The Nonthaburi Secondary Educational Service Area Office has set goals related to learners in the 2022 academic year so that learners have the potential to be global citizens with an emphasis on academic excellence Communicate

in two languages cutting edge thinking Produce work creatively and share responsibility for the global society. as well as being ready to deal with all new forms of threats and have the skills needed in the 20th century 21 As a result, researchers are interested in developing a participatory academic administration model under the dynamics of the century. 21 schools under the jurisdiction of the Nonthaburi Secondary Educational Service Area Office, there are 18 schools used in the management of educational institutions. By adhering to the framework of the scope of academic administration for 17 tasks by the Ministerial Regulations, which determines the criteria and methods for decentralizing administration and educational management, B.E. 2007, by Section 5 and Section 39, paragraph two of the Education Act. National Education Act, 1999 (as amended by the National Education Act No. 2, 2002) to find ways to develop and promote academic administration, including finding ways to improve it to have higher efficiency and more effectiveness.

Objectives

1. Study the conditions of participatory academic administration under the dynamics of the 21st-century schools under the jurisdiction of the Secondary Educational Service Area Office, Nonthaburi.
2. Study the components of participatory academic administration under the dynamics of the 21st century schools under the jurisdiction of the Secondary Educational Service Area Office, Nonthaburi.

REVIEW LITERATURE

Concepts and theories regarding academic administration

Academic work is an important job and the main job of school administration. Academic work helps develop the intelligence and thinking of learners, making them multiply valuable in society. Academic work aims to develop students to have quality. Have knowledge and ethics and desired features.

The Bangkok Education Office (2007) mentioned that academic administration is the heart of a school. There is a wide scope. School administrators must decentralize academic administration. There is a systematic work plan. Must be an academic leader able to perform tasks Improving teaching and learning to achieve maximum results and efficiency.

Rungratchadaporn Wehachart (2012) said that academic administration is the heart of educational institution administration and is a part that administrators must give importance to in promoting and supporting academic work to proceed efficiently and achieve the goals of the curriculum by organizing activities that improve and develop teaching efficiency.

Santi Bunpirom (2009) has concluded that academic work is the key or it can be said that it is the main work of the school. Other parts are work that supports quality academic work. Therefore, academic work is not just about allowing students to read, write, and be good at math. But the meaning includes living happily in society with others.

In conclusion, academic work is very important work because it is the main work at the heart of all activities that take place in the school. Teaching and learning will not occur without academic work. The school's standards do not focus only on the building area, materials, and equipment. Not only various utilities but there are also other jobs, especially academic work, which administrators must perform as their main mission.

CONCEPTS AND THEORIES ABOUT PARTICIPATORY MANAGEMENT

Sethaphum Thaochari (2015) mentioned the important benefits of participatory management as follows: 1) it creates knowledge of love and unity between executives and co-workers at all levels within the organization. 2) It helps reduce Conflicts at work and increase trust in each other even more. 3) Create a good working atmosphere. Makes co-workers have good mental health and distributes work appropriately according to knowledge and abilities. 4) It creates democracy in the organization because it is an administration that focuses on listening to opinions. Suggestions from all parties should be equal and fair. 5) Help employees feel like they are part of the organization. 6) Participation creates brainstorming and discussion among those involved causing a variety of opinions Makes practice more feasible than thinking alone. 7) Participation in management has a psychological effect, which causes less resistance and at the same time more acceptance. 8) Provides opportunities for better communication Able to

exchange information and experiences in working together as well as strengthening good relationships with each other. 9) Give opportunities to co-workers or those involved can use their abilities and skills to work together. There will be more kindness and loyalty to the agency. 10) Participation will lead to better work results, higher quality decision-making, and encourage work improvement. As well as co-workers are more satisfied with their work.

Niwet Wongsuwan (2017) gives the meaning of participatory management, meaning management where people in organizations or individuals involved in the decision-making process, use creativity. Expertise in managing to achieve objectives or solve various problems arising from management. The importance of participatory management creates a common understanding of the expected work performance and the decision-making process can support behavior. It has been widely accepted by people in the organization as a principle of Management that affects analytical operations which leads to decision making reduces gaps in the communication system in the organization and eliminates conflicts.

In conclusion, the nature of participatory management is a democratic management process in which executives provide opportunities for workers to participate in various activities of the organization. The current management model includes consultation with quality groups. The feedback system and the system encourage employees to participate as business owners, which emphasizes the decentralization of power for all members of the organization to participate in setting missions to work together to solve problems. There must be information to support decision-making knowledge and understanding and rewards are given to create incentives to give importance to members in thinking together, deciding together, working together to create benefits, and participating in evaluating and solving problems together to create success for the organization.

CONCEPTS AND THEORIES REGARDING THE DYNAMICS OF THE 21ST CENTURY

The changing circumstances of the dynamics of the 21st century that are significant to educational management 4.0 of the Thai basic education goals include the basic philosophy that is the foundation of the educational system in the dynamics of the 21st century, the goals of desirable educational management. Significant educational challenges in achieving the main goals educational management process 4.0 under the dynamics of the 21st century towards becoming a community Sustainable ASEAN society and culture of Thai basic education For educational administration to be target success is the philosophy of sufficiency economy participation achievement organizational knowledge management quality management system effectiveness.

From reviewing the literature on concepts related to participatory academic administration under the dynamics of the 21st century, the researcher will use it to synthesize the components of participatory academic administration under the dynamics of the century. No. 21 schools under the Secondary Educational Service Area Office, Nonthaburi.

CONCEPTUAL FRAMEWORK

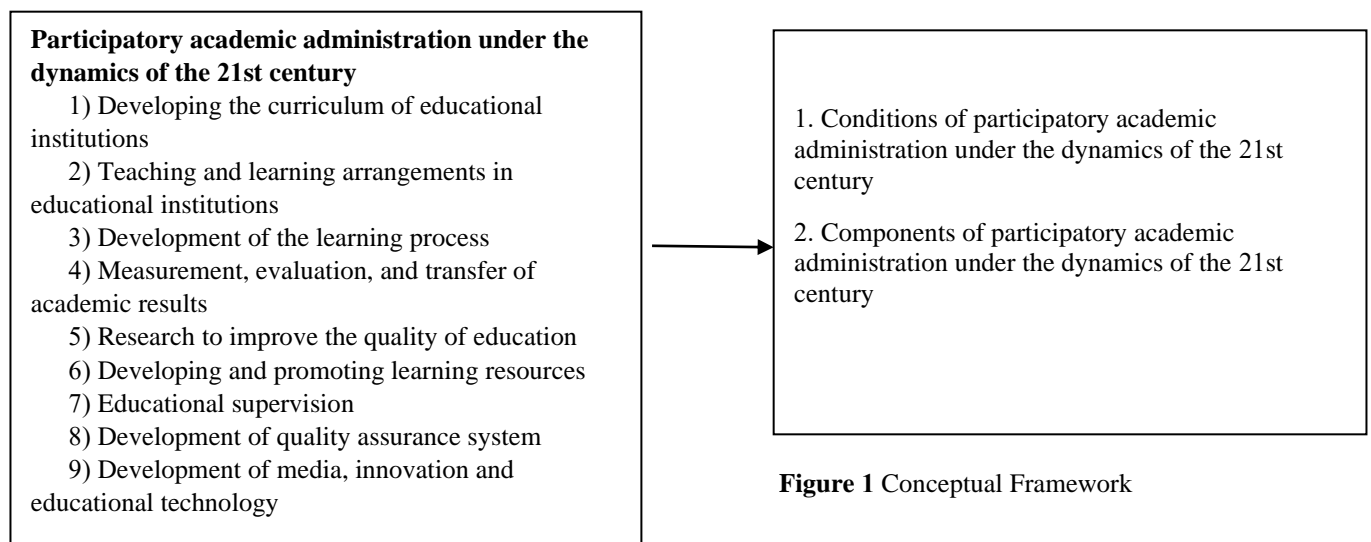


Figure 1 Conceptual Framework

Population and Sample

The sample group used in the research consisted of 327 teachers under the Nonthaburi Secondary Educational Service Area Office, obtained by opening the sample table of Krejcie and Morgan (Krejcie; & Morgan. 1970), sampling to determine class proportions. Landscape (Proportional Stratified Random Sampling) using colleges as strata. By means of random sampling by drawing lots (Lottery) (Koul.1984).

Research Tools

The tool used to collect data is a questionnaire on the condition of participatory academic administration under the dynamics of the 21st century at schools under the Nonthaburi Secondary Educational Service Area Office. The questionnaire is divided into 2 parts: **Part 1** is a questionnaire about the status. Respondent's personal information it is in the form of a checklist. **Part 2** is a questionnaire regarding the conditions of participatory academic administration under the dynamics of the 21st century in schools under the Nonthaburi Secondary Educational Service Area Office. It is in the form of an approximate scale. Value (Rating Scale) 5 levels.

Data Collection

Data collection distributed questionnaires using the Google Form questionnaire to a sample of 327 people who received completed questionnaires, checking for completeness at 100 percent.

Analyse data

Data analysis uses basic statistics such as frequency, mean, standard deviation (S.D.), and exploratory factor analysis to divide the components of participatory academic administration under the dynamics of the 21st century. Schools under the jurisdiction Secondary Educational Service Area Office, Nonthaburi.

Results of data analysis on the condition of participatory academic administration under the dynamics of the 21st century, schools under the Secondary Educational Service Area Office, Nonthaburi.

Table1. Mean standard deviation (S.D.) of participatory academic administration under the dynamics of the 21st century, schools under the Secondary Educational Service Area Office, Nonthaburi overall.

Participatory academic administration under the dynamics of the 21st century	Academic administration level		
	\bar{X}	S.D.	Level
1) Educational institution curriculum development.	4.55	0.55	highest
2) Teaching and learning arrangements in educational institutions.	4.54	0.55	highest
3) Development of the learning process.	4.60	0.52	highest
4) Measuring, evaluating, and transferring academic results.	4.51	0.59	highest
5) Research to improve the quality of education.	4.56	0.56	highest
6) Developing and promoting learning resources.	4.56	0.55	highest
7) Educational supervision.	4.60	0.56	highest
8) Development of quality assurance system.	4.60	0.54	highest
9) Development of media, innovation, and educational technology.	4.63	0.56	highest
Total	4.57	0.55	Most

From Table 1. it was found that the condition of participatory academic administration under the dynamics of the 21st century in schools under the Nonthaburi Secondary Educational Service Area Office is overall at the highest level (\bar{X} = 4.57, S.D. = .055) when considered as in each aspect, it was found to be at the highest level in every aspect.

Developing media Innovation and educational technology has the highest mean (\bar{x} =4.63, S.D. =0.56), followed by 8) learning process development (\bar{x} = 4.60, S.D. = 0.52), and the aspect with the lowest mean is measurement, evaluation, and transfer of academic results. (\bar{x} = 4.51, S.D. = 0.59).

2. The results of the analysis of the components of participatory academic administration under the dynamics of the 21st century, schools under the Secondary Educational Service Area Office, Nonthaburi. The researcher obtained the results by rotating the axis. It is a criterion for deciding on important variables from the elements formed by rotating the axis. Considering standardized factor score coefficients from .20 up (Suchat Prasitratsin. 2011) is an important variable. There are results from the preliminary study as shown in Table 2.

Table 2. Examining the appropriateness of data on the components of participatory academic administration under the dynamics of the 21st century, schools under the Secondary Educational Service Area Office, Nonthaburi.

Questionnaire	Number of Questions (variable)	KMO	Bartlett's Test Sphericity		
			Approx. Chi-square	df	Sig.
Management of improving the quality of vocational education teachers	88	.893	30326.498	828	.000

From Table 2. It is found that all data can be extracted into 5 main components which can explain 58.794% of the variance for the factor analysis results. Standard component score coefficients were obtained.

Table 3 Standard component score coefficients by rotating the varimax orthogonal axis of the survey component of participatory academic administration under the dynamics of the 21st century, schools under the Secondary Educational Service Area Office, Nonthaburi.

1		2		3		4		5	
A17	.711	A46	.777	A38	.689	A86	.934	A3	.746
A28	.694	A44	.723	A37	.659	A87	.923	A4	.702
A35	.688	A71	.706	A41	.647	A83	.899	A1	.666
A30	.685	A72	.693	A64	.631	A84	.893	A5	.640
A18	.675	A45	.686	A42	.613	A88	.892	A2	.585
A33	.669	A50	.674	A39	.607	A85	.886		
A15	.669	A76	.634	A57	.606	A81	.861		
A25	.668	A78	.617	A55	.605	A80	.856		
A27	.666	A73	.604	A52	.593	A79	.821		
A14	.665	A47	.603	A40	.589	A82	.699		
A34	.640	A56	.591	A59	.584				
A12	.635	A75	.580	A65	.576				
A24	.632	A77	.579	A68	.543				
A36	.629	A61	.570	A63	.524				
A29	.614	A51	.569	A54	.517				
A26	.609	A74	.562	A66	.506				
A9	.602	A58	.558	A70	.502				
A16	.597	A60	.532						
A11	.592	A43	.525						
A22	.592	A69	.514						
A23	.546								

A32	.541								
A19	.529								
A13	.525								
A21	.519								
A10	.518								
A8	.518								
A7	.508								
A31	.506								

From Table 3. The researcher determined the survey elements of participatory academic administration under the dynamics of the 21st century. Schools under the Secondary Educational Service Area Office, Nonthaburi, must have questions with a weight of elements greater than .20 and with more than 3 elements. variables or more, thus being able to obtain 5 new components, 81 indicators, consisting of Component 1 with 29 indicators, Component 2 with 20 indicators, Component 3 with 17 indicators, Component 4 with 10 indicators, and elements that 5 has 5 indicators.

DISCUSSION OF RESEARCH

From the research results the researcher can discuss the research results as following

1. Conditions of participatory academic administration under the dynamics of the 21st century, schools under the Nonthaburi Secondary Educational Service Area Office, found that participatory academic administration under the dynamics of the 21st century, schools under the office Nonthaburi Secondary Educational Service Area, overall and in each aspect, is at the highest level. Sorted from highest to lowest average, it was found that the development of media, innovation and educational technology has the highest average at the highest level, and measurement, evaluation, and transfer of learning outcomes has the lowest average but is still at the highest level This may be because there is promotion of an excellent work style emphasizing the development of people, participation and the development of innovations. The development of educational innovations that enhance students' learning skills is promoted. To be in line with 21st-century skills and encourage "teachers" to be able to use a variety of teaching media appropriately so that students can practice and practice experience. It causes learning by having oneself. This is consistent with Chonlakorn Tanprapat et al (2013) who stated that the factor that creates ideas for creating innovation is the creativity of executives. Executive achievement motivation Leadership status of executives Creating an atmosphere or environment for work and learning culture, while Pattama Srimanee and Wisanupong Bothiphirun (2016) explain accordingly that Innovation behavior Openness to new experiences giving freedom to work Innovation atmosphere in the organization and transformational leadership all affect innovation. Organizations that can create innovation must have executives who are committed to innovation. Having a working atmosphere that supports innovation and accepting mistakes or failures because of taking risks in various situations. Communication. Having a flexible organizational structure. Having a long-term perspective. As well as having a vision and strategy for how the organization will develop. Including a talent management system and a chain of command that is divided according to the duties of each department. Therefore, innovation is important and necessary to be used in the development of people, organizations, agencies, and the advancement of the nation. Innovation can happen by studying concepts, and theories and putting them into actual practice.

2. The results of the study of the elements of participatory academic administration under the dynamics of the 21st century, schools under the Nonthaburi Secondary Educational Service Area Office, found that the survey elements of the elements of participatory academic administration under the dynamics of the 21st century 21st Century School, under the jurisdiction of the Nonthaburi Secondary Educational Service Area Office. The overall sample selection adequacy (MSA) value is equal to .893, indicating that every variable used in the study has a sufficient relationship to be able to be used in Analysis and examining the suitability of information regarding management of vocational teacher quality improvement. Under the Office of the Vocational Education Commission, Chonburi, the Kaiser-Meyer-Olkin (KMO) value is equal to .893 and the statistical significance value is equal to .000, which is less than .05. There must be questions with a higher component weight. 20 Therefore, 6 new elements can be obtained from 88 issues, the remaining 81 issues. Therefore, study the administrative elements. By analyzing the important elements, it can be concluded that there are 5 elements, namely Component 1 has 29 indicators, Component 2 has 20 indicators, Component 3 has 10 indicators, Component 4 has 10 indicators, and Component 5 has 5 indicators. Temple, because Component 1 up to Component 5, it is a component that meets all the criteria for exploratory analysis, namely component analysis. It is a statistical method that Involves extracting elements (Factor Extraction) to reduce the

number of variables to a few. It has a high weight and covariance value. Because the researcher wants to study whether the variables in each aspect are likely to be variables that can explain that component well, the covariance values must be considered. (Community) between variables and elements, the researcher, therefore, chose to use Principal Component Analysis (PCA) to estimate shared variance and rotate the axis of the element (Factor Rotation) orthogonally (Orthogonal Rotation) using the Varimax method to obtain elements that are independent of the rotation. Because rotating the axis perpendicularly changes the position of the variables so that the factor axes are perpendicular to each other. The fact that the elements are at 90-degree angles to each other indicates their statistical independence and rotating the axes using the Varimax method causes the component axes to rotate one pair at a time. Until all pairs are gone, resulting in a total result. Maximum covariance for each component resulting in the difference between There are many elements. It shows that the variables are independent of each other, making it easy and convenient to interpret the meaning. Using criteria to judge the selection of variables in each component, there must be 3 or more variables with component weight values of .30 or more, and The element should have an in value equal to or greater than 1 (Tabachnic, 1983).

SUGGESTIONS FROM RESEARCH

1. Educational Service Area Office Information from the conditions of participatory academic administration under the dynamics of the 21st century in schools under the Nonthaburi Secondary Educational Service Area Office should be used in all 9 areas discovered in the research to formulate policies for developing educational institution administrators.

2. Educational institution administrators and teachers should use necessary research results for their development.

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