



The Opinion of Personnel Towards Educational Administration of Private Schools in Narathiwat Province in Thailand

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Abstract

This research studies the opinions of personnel towards educational administration of private schools in Narathiwat Province and to compare the demographic characteristics of personnel towards educational administration of affiliated schools classified by educational level, job position, experience, size of the school affiliated, and the form of registration of the schools affiliated with. The study sample consists of 344 members of school personnel under the Narathiwat Provincial Office of Private Education. Overall opinions of personnel towards educational administration of schools under Narathiwat Provincial Office of Private Education are at a good level. When considering each aspect, it was found that teaching and learning processes as student-centered aspect is at an excellent level, while administrative and management processes aspect and quality of learner aspect are at a good level. From the comparison by using one-way ANOVA, the characteristics classified by educational level, job position, experience, and size of the school affiliated are not significantly different at a 95 percent confidence interval. A paired sample t-test regarding the form of registration of the schools affiliated with was significantly different at a 95 percent confidence interval showing that private school has better quality than Islamic private school in all aspects.

Disciplinary: Education (Educational Administration, Educational Management, Quality of Education).

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1 Introduction

The Organization for Economic Co-operation and Development (OECD) runs an international student assessment program known as PISA (Programme for International Student Assessment) every 3 years. The test is to measure the learning level of 15-year-old students to assess the quality of the education system in each country. The PISA assessment determines the students' literacy in 3 aspects: Reading, Mathematics, and Science. The results of the examination of Thai students are lower than the average scores of OECD in all aspects.

Narathiwat is one of the provinces in Thailand with poor educational results. Educational administration and management in Narathiwat are challenging in many aspects due to social conditions, language barriers, and cultural differences from most provinces in Thailand, including changes in economic conditions, development of science and technology, etc. Another issue is the safety of lives and properties of the people in the region from the violence in the south. This resulted in inadequate teaching and learning management. In addition, the use of the Malay language as a primary language in daily life, therefore, affects the understanding of the Thai language among children in their education. Thus, students have difficulties understanding the lessons. The problem of literacy directly affects the quality of education in the area (Narathiwat Provincial Education Office, 2021). Every year, the National Institute of Educational Testing Service (NIETS) organizes a standardized test known as the Ordinary National Educational Test (O-NET). The test is an assessment of cumulative knowledge of students in Prathomsuksa 6 (grade 6th), Mathayom 3 (grade 9th), and Mathayom 6 (grade 12th), in order to measure the educational quality and standards of students and the school by assessing the learning standards in the core curriculum of basic education. It was found that students from Narathiwat had lower average scores than the average scores of the country in every subject. (National Educational Testing Institute, 2017). In addition, the average educational level of the population in the region is lower than the national average. The educational achievement of the population is also lower.

The education system in Narathiwat is divided into two distinct systems. Thai-Buddhist children are going to study in public schools, while Thai-Muslim children prefer to study in private Islamic schools (Office of the Education Council Secretariat, Ministry of Education, 2005). It results in issues such as education administration, the opportunities of the students, participation, reconciliation, etc. These issues lead to violence and structural conflicts which hinder the development of education that leads to peace, and social justice (Pongpajon, 2018, Abstract). For the reasons mentioned above, the quality of education is important to develop the teaching and learning process and to develop the quality of learners in all aspects. Although the government may put a large amount of budget to develop the educational system, if the quality of education cannot be achieved, then it is not useful. The result may directly affect the local public development of the country as well. In addition, the efficiency and effectiveness of the school are important for improving the quality of students in Narathiwat Province, which have different culture, tradition,

and language from other areas of the country. Especially in Narathiwat, where more than 90 percent of the population are Muslim, who choose to send their children to study in private Islamic schools.

This research, therefore, is used the National Education Standards, which are the criteria set out in the National Education Act, as a guideline to study and compare the opinions of personnel towards the educational administration of their schools classified by the status of the respondents.

2 Research Methodology and Methods

2.1 Demographic Information

A survey was administered to 334 personnel of 91 private schools from all 13 districts of Narathiwat Province in the academic year of 2020, obtained by determining the sample size at the statistical significance level of .05 by using the tables of Cohen et al. (2011, p. 147). Stratified random sampling was performed according to the proportion of each district, followed by simple random sampling for each district. The results of the number and percentage of demographic information of respondents have shown in Table 1.

Table 1: Number and percentage of demographic information.

Demographic Data	Number (Person)	Percentage
1. Employment Position		
Teacher	317	92.2
Administrator	27	7.8
2. Experience		
Less than 5 years	74	21.5
5-10 years	111	32.3
More than 10 years	159	46.2
3. Academic Degree		
Lower than a bachelor's degree	34	9.9
A Bachelor's degree	280	81.4
Higher than a bachelor's degree	30	8.7
4. Size of The School		
Small	45	13.1
Medium	80	23.3
Large	174	50.6
Extra large	45	13.1
5. Form of Registration		
Private School	112	32.6
Islamic Private School	232	67.4
Total	344	100.0

The survey questionnaire used in this research was developed by authors according to the National Education Standards and included 2 parts. Part 1 is a checklist questionnaire of the demographic information for respondents which included employment position, experience, academic degree, size of the school affiliated with, and the registration form of the schools affiliated with. Part 2 is the questions on respondents' opinions toward educational administration of their schools according to the National Education Standards in 3 aspects which are: quality of learner, administrative and management processes, and teaching and learning processes as a

student-centered. This part was characterized by a four-point rating scale. (Srisa-at, 2003, page (162

2.2 Statistical Analyses

Statistical analyses are used as follows:

- A paired sample t-test is used to compare the registration form of the schools.
- Analysis of Variance (One-way ANOVA) is used to analyze the educational level, job position, experience, and size of the school affiliated. If there was a statistically significantly different at 95 percent, the differences would be compared in pairs by using Scheffé's method.

3 Result and Discussion

From the analysis of data, the results were summarized as follows.

3.1 The Results of the Data Analysis of the Opinion of Personnel Towards Educational Administration of Private Schools in Narathiwat

The results overall and in most aspects were at a good level, except for the teaching and learning processes as a student-centered was at an excellent level as shown in Table 2.

Table2: Mean and Standard Deviation and the opinion level of personnel towards educational management of schools under the Narathiwat Provincial Office of Private Education overall and in each aspect.

The Opinion of Personnel	\bar{x}	SD.	Level
1. Quality of Learner	3.10	0.43	Good
2 Administrative and Management Processes	3.20	0.55	Good
3. Teaching and Learning Processes as Student-Centered	3.27	0.51	Excellent
Total	3.19	0.44	Good

3.1.1 Quality of Learners

Overall and most aspects are at a good level. The top three aspects are listed respectively as follows: Learners have physical and psychosocial health, Learners have good characteristics and values as specified by schools, and Learners agree to coexist on differences and diversity, respectively, and all three aspects mentioned are at an excellent level. Development of quality education, we need to consider not just only the student quality, but we also need to consider the administrative and management processes, and the teaching and learning processes, thus we could succeed in the development of the quality of education. The researchers have set a quality framework for educational quality development following the Ministry of Education's policy that focuses on the development of basic education curricula along with raising the quality of national education. The National Education Standards of 2018 (Office of the Secretariat, Education Council, 2019) have been established, consisting of 3 aspects:

- 1) Quality of learners

2) Administration and management processes

3) Teaching and Learning Processes as Student-Centered

These are consistent with the quality assurance of the schools which were set by the Office for National Educational Standards and Quality Assessment which are 1) Learner quality, 2) Administrative process and educational management, 3) Process of teaching and learning that focuses on learners, and 4) Effective internal quality assurance system. Jabang et al. (2012) explained from their study on the Model of Educational Quality Development According to the Strategy of Developing Small Schools that there are 4 aspects of the strategy for developing small schools which were, quality of teachers, quality of management, quality of student, and quality of teaching. Sohrabi (2020) suggested that to solve inequality in international education of the countries in the world, international basic education standards should be established (International Basic Education Standards or IBES). It is a general requirement of educational standards such as teacher experience, effective management, and administrative processes of educational organizations, personnel education, training space requirements, etc., at all levels of national education.

3.1.2 Administrative and Management Processes

Overall and each aspect is at a good level. The top three are listed respectively as follows: A clear goal, vision, and mission set by the school, A quality of management of the school, and setting up a physical and social environment that conduce to quality of learning. The framework of The Quality Award Criteria of the Office of the Basic Education Commission for the World-class Standard School Program 2014-2015 (2014: page 11) stated that administrators must define visions, and values, as well as continue to carry out vigorous public relations to put them into action. Visions and values must be passed to the staff, agencies, organizations, enterprises, and both the public and private sectors, including students and other stakeholders. Common understanding can implement schools with good administrative and management processes. The school must have clear goals, visions, and missions

3.1.3 Teaching and Learning Processes as Student-Centered

Overall and most aspect is at an excellent level, except teachers can use media information technology and learning resources that are conducive to learning is at a good level. The top three are listed respectively as follows: Teachers manage the classroom positively, Teachers systematically monitor and assess students than using the results to develop students, and Teachers manage to learn through the process of thinking and practice which leads to application in daily life. Punakorn and Sriputtarin (2021) suggested that student-centered teaching was important for schoolteachers. The teachers should have positive classroom management, and systematically monitor and assess students by bringing results to develop learners It is the two sides with the highest mean as well.

3.2 The Results of the Comparison of the Opinion of Personnel Towards Educational Administration of Private Schools in Narathiwat in Employment Position, Experience, Academic Degree, and School Sizes

The results of the comparison of the opinions of personnel show that there is no significant difference in employment position, experience, academic degree, and school sizes in overall and each aspect. But the opinion of personnel with different school registration types is significantly different overall and each aspect at the statistical significance level of .05 as shown in Table 3.

Table 3: Comparison of the opinion of personnel towards educational administration of private schools in Narathiwat classified by the registration form of the school.

Variables	Typical Private School		Private Integrated Islamic School		t
	\bar{x}	SD.	\bar{x}	SD.	
1. Quality of Learner	3.22	0.37	3.04	0.44	3.660*
2 Administrative and Management Processes	3.39	0.49	3.11	0.55	4.562*
3. Teaching and Learning Processes as Student-Centered	3.45	0.52	3.18	0.49	4.728*
Total	3.35	0.40	3.11	0.44	4.900*

From Table 3 we could see that private integrated Islamic schools have lower average scores than typical private schools in all aspects. This may be because the private integrated Islamic schools in conjunction with general education offer extra 8 groups of subjects more than the core curriculum of basic education. These subjects are Attawhid (unification of God), Al-Fiqh (Islamic jurisprudence), Attarik (Islamic history), Al-Akhlaq (Ethics), Al-Quran (Islamic scripture), Al-Hadith (a record of the traditions or sayings of the Prophet Muhammad), Arabic language and Malay language (Royal Thai Government, 2018). This resulted in students spending more time studying, periods, and doing homework than students from typical private schools. From the experience of the researcher, when I was still studying in a private integrated Islamic school, each day students would study for up to 10 periods, and up to 6 days a week. More study time resulted in fatigue. To enhance student quality, private integrated Islamic schools need to integrate some classes such as Attarik (Islamic history) with Social Sciences, etc., also cancel some less important subjects. Moreover, there are some challenging in administrative and management aspects, because most private integrated Islamic schools are large to extra-large in size. As a result, it is difficult for an administrative team to control teaching and learning in overall aspects. Intarak et al. (2010) have reported in their study of the quality of education management according to the Islamic way in private Islamic schools for social integrity in the three southern border provinces that obstacles faced by most integrated Islamic schools including the quality of education arising from a management system, a learning and studying system, and a student development system such as a development in academic, an administration, a development on teachers' abilities, a shortage of workforce, etc. These obstacles lead to teaching inappropriately with educational qualifications (Sanrasak et al., 2022).

4 Conclusion

The quality of education in multicultural society for schools in the three southern border provinces of Thailand needs to consider 1) academic achievement according to the curriculum 2) desirable characteristics, and 3) skills. The administration needs some strategies for enhancing the quality of education in teaching and learning as well as the measurement of the outcomes. Moreover, guidance is essential in a multicultural society to enhance the understanding of students related to the differences of each culture. The emphasis is to let students meet learners' competency. The emphasis is placed on the teaching and learning process by emphasizing the active learning method. Teachers need to evaluate students in all aspects, before teaching, during teaching, and after teaching. In addition, teachers need to focus on learning management through the process of thinking and practicing. This knowledge must be able to apply in students' life.

5 Availability of Data and Material

Data can be made available by contacting the corresponding author.

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