

A Case Study of Educational Management Readiness in Educating People

Tanat Titiworatat & Vichian Puncreobutr
St. Theresa International College, Thailand

Abstract

This research was aimed at studying the readiness level of educational management in providing education in the Thai-Lao border region of Bung Karn Province. The study compared the readiness level of educational management in terms of nationality and category of respondents. The target respondents of the study are parents, students and teachers/administrators who live along Thai-Lao border of Bung Karn Province. The estimated sample size of the study was 384 based on Krejcie and Morgan Table. The survey questionnaire was constructed for the study and tested for reliability, which hold good reliability with Cronbach alpha value at .82. Statistical tools used for the study are Mean, T-Test and One-way ANOVA. The result indicated that major group of respondents are Laos people and most of them are willing to work in Thailand and foreign nations. The overall readiness of educational management is at moderate level, whereas the aspects like academics and resources are highly ready to serve the people in the region. But in terms of international program, the educational management is not yet ready to serve the community. When comparing the readiness of educational management in terms of nationality, there is no significant difference among Thais and Laos People, but in terms of category of respondents (Parents, Students and Teachers) significant difference exists. Further pair wise comparison test has been conducted and it is found that the significant difference exists in parents' group towards readiness of educational management.

Keywords: readiness; educational management; Bueng Kan Province.

Introduction

Bueng Kan, the 77th province of Thailand borders with neighboring Lao People's Democratic Republic and covers a distance of 330 kms. The mighty Mekong River, also known as a border river separates both the countries in this area. There is one permanent border crossing check-point in Thailand and it also serves as the permanent customs office between Bueng Kan province of Thailand and Pakxan City, Bolikhamxai province of Lao People's Democratic Republic (Bureau of International Relations, 2008). The province flourishes with a gross domestic product (GPP: Gross Provincial Product) of more than 20,000 million baht, and with a border trade worth more than 4,300 million baht. The people of two countries have trade contacts or business deals which are increasing in numbers every year (Office of the Commission on Basic Education, Ministry of Education, 2007). In addition, the opening up of Free Trade under the General Agreement on Trade in Services (GATS) has determined that trade, services and education services, are also branches of the trade liberalization and negotiations. In addition, the free trade opening with educational services will not only create benefits to educational development, but also will be

conducive to the growth of trade and economy of the country (Suwannee Khammun, 2002), as well as, following up the revised National Education Plan (2009 -2016), it has also established guidelines for the development and promotion of international cooperation. Education development, as well as the development of internationalization of education is to support and recognize the ASEAN Community (AEC) (Sermsakdi Visalaporn, 2009) and it increases the potentials of competitiveness of both the countries. With the implementation framework, there are 7 dimensions and the 7th dimension has set for the promotion of educational institutes and organize/ manage the international programs , introducing new courses or jointly offering courses with other foreign institutions; to present the internationalization of education and to cope with international labor markets (Bureau of International Relations, 2010).

Since it is end of the action plan- National Education Plan (2009 –2016), the researcher suggests that there should be a study on the readiness of educational management to educate Lao people along the Thai- Lao borders, Bueng Kan province. Since for the purpose of assessing the implementation works of the National Education Plan and then offering recommendations for preparing the next national education plan.

Objectives of the Research

1. To study the readiness level of educational management in educating the Lao public people along Thai-Lao borders at Bueng Kan Province.
2. To find out the significant difference among the respondents based on nationality and category (Students, Parents and Teachers) towards the readiness of educational management.

Research Methodology

The target population of the study is approximately around 100,000, including students' parents, teachers and students, who live along the Thai-Lao border of Bueng Kan province. The sampling method adopted for the study is simple random sampling and the estimated sample size is 384 based on the Krejcie and Morgan table. Research variables include both nationality and category of the respondents; meanwhile the dependent variable is the readiness of educational institutions. The survey instrument was constructed by the researcher and tested for reliability. The discrimination ranges from .45-.86 and the Cronbach alpha value is .82, which holds high reliability. The statistical tests used for the study is Mean, T-Test and One-Way ANOVA.

Data Analysis and Discussion

1. Descriptive profile of the respondents

In this study, the sample respondents of the study is composed of Thais and Lao people and it is found that 25.8 percent are Thais and 74.2 percent are Lao people. Following with the respondents' category, 40.6 percent are student, parents and concerned people, 33.6 percent are students and 25.8 percent are teachers and school administrators. With regard to the class/year of the students, the major group of respondents is in secondary school level (Primary Mathayomsueksa) at 57.3 percent, high school level (High Mathayomsueksa) at 16.9 percent and others contributed for 25.8 percent. Further the classification made based on the purpose of

study and reported that 61.2 percent of the respondents are willing to work in Thailand, 5.5 percent willing to work in Laos and 33.3 percent are willing to work in other countries.

2. Readiness levels of educational management

The readiness levels of educational management at Bueng Kan Province is shown in the Table 1-3

Table.No.1 shows the overall readiness of educational management with regard to academics, natural resources and international programs (N = 384).

Items	Means	S.D.	Levels of readiness
Readiness of academics	4.4443	.48088	High
Readiness of natural resources	4.5755	.62750	Very High
Readiness of international programs	1.5840	.55266	Low
Readiness of educational management as overall	3.6046	.28252	Moderate

From the Table 1, it is found that, the overall readiness of educational management to provide education at Bueng Kan province is at moderate level (3.6046 by average). While considering all items, it is found that the score for readiness of resources is very high. The readiness of academics is at high level, whereas the readiness of international programs is at low level.

Table.No.2 shows the readiness level of educational management in academics (N = 384)

Items	Means	S.D.	Level of readiness
Curriculum management and Course planning	4.7630	.44964	Very High
Student Admission	4.5573	.56610	Very High
Arrange the class	4.3333	.61600	High
Learning methods	4.3490	.68790	High
Learning outcomes assessment	4.2188	.71102	High
Readiness of academics	4.4443	.48088	High

From the table 2, it is found that the overall readiness level of educational management in handling academic studies is at high level. For the items program or curriculum management/course planning, and student admission the scores are very high. Whereas readiness level for the items, learning methods, arranging classes, and the assessment of learning outcomes, scores high respectively.

Table.No.3 shows the readiness level of educational management on resources (N = 384).

Items	mean	S.D.	Level of readiness
Teacher manpower	4.6901	.67812	Very High
Budget for organizing learning activities	4.6484	.69601	Very High
Teaching tools and equipment	4.5339	.72544	Very High
Management	4.4297	.69331	Very High
Readiness of resources	4.5755	.62750	Very High

From the table 3, it is inferred that the overall readiness level of educational management on resources is very high. For the individual items; manpower of teachers, budget for organizing learning activities, teaching tools & equipment and management; the readiness level is very high.

Table.No.4 shows the readiness level of educational management on the international program (N = 384).

Items	means	S.D.	Level of readiness
International program management	1.4427	.60619	Very Low
The course curriculum or programs organized along with foreign institutions	1.6276	.62945	Low
State of internationalization of education	1.6250	.70803	Low
International labor market support	1.6406	.67867	Low
Readiness of international programs	1.5840	.55266	Low

From the table 4, it is examined that the overall readiness level of educational management towards International Program scores low. For the individual items, the course curriculum or programs organized in collaboration with foreign institutions, state of the internationalization of education, and support for the international labor market also scores low, whereas the item international program management scores very low. Hence the overall readiness level related to international program is at low level.

Table.No.5 Comparison of the readiness level of educational management based on nationality of the respondents

Readiness Categories	Thai(N=99)		Lao PDR (N=285)		t	P
	Mean	S.D.	Mean	S.D.		
Academics	4.3980	.45130	4.4604	.49048	-1.112	.267
Resources	4.5152	.64663	4.5965	.62050	-1.111	.267
International Programs	1.6439	.60934	1.5632	.53112	1.254	.211

* p < .05 ** p < .01

From the table 5, it is examined that there is no significant difference exists among nationality of the respondents towards the readiness categories of educational management. The p-value is greater than .05 & .01 respectively.

Table.No.6 Comparison of the readiness level of educational management based on respondents' category

Readiness/ Availability	Source	SS.	df.	MS.	F	P
Academics	Between Groups	11.209	2	5.605	27.604**	.000
	Within Groups	77.358	381	.203		
	Total	88.567	383			
Resources	Between Groups	3.333	2	1.666	4.305*	.014
	Within Groups	147.477	381	.387		
	Total	150.810	383			
International Programs	Between Groups	3.762	2	1.881	6.330**	.002
	Within Groups	113.217	381	.297		
	Total	116.979	383			

* p < .05 ** p < .01

From the Table 6, it is observed that there is a significant difference exists among different category of respondents. The p-value is statistically significant at 0.01 level for academics and international programs, whereas for resources p-value is significant at 0.05 level. Hence there is a significant difference exists among students' parents, students and teachers/administrators towards readiness of educational management. It concludes there is a significant difference, but it doesn't refer where the differences lies. To isolate the differences, it needs further testing on pairs.

Table.No.7 Testing the differences of pairs (parents, students, teachers/administrators) towards readiness of educational management.

	Status	mean	Parents	Teachers	Students
			4.2385	4.5636	4.6016
The readiness of academics	Parents	4.2385	-	.3252**	.3631**
	Teachers	4.5636	-	-	.0379
	Students	4.6016	-	-	-
Resources	Status		Parents	Students	Teachers
	mean		4.4631	4.6453	4.6616
	Parents	4.4631	-	.1822*	.1985*
	Students	4.6453	-	-	.0163
	Teachers	4.6616	-	-	-
International programs	Status		Teachers	Students	Parents
	Mean		1.4545	1.5484	1.6955
	Teachers	1.4545	-	.0939	.2409**
	Students	1.5484	-	-	.1474*
	Parents	1.6955	-	-	-

* $p < .05$ ** $p < .01$

Table 7 shows the difference in the means of 3 groups. The asterisk indicates whether it is statistically significant or not. It is observed that the parents group has significant difference, when compared to both teachers and students group at .01 level in all aspects of academics, resources and international programs.

3. Discussion on findings

- i. Majority of the respondents are Lao PDR people, who live along the Thai-Lao borders, accounted for 74.2 percent. And the major respondents are parents and other concerned people, students and teachers. Parents and students category undertaken the survey in large numbers and contributed at 40.6 and 33.6 percent, whereas the teachers accounted for least 25.8 percent respectively. Moreover most of the students 57.3 percent, who responded the survey, are at Mathayomsueksa secondary school level and 61.2 percent are willing to work in Thailand, when compared to 33.3 percent willing to work in foreign countries. Only least 5.5 percent prefer to work in Laos.
- ii. The overall readiness of educational management reported at moderate level (average at 3.60), but while considering each aspects, the educational management are ready in terms of academics and resources. But they are not ready to offer international programs at present.
- iii. The educational management is highly ready in terms of academics, while considering the each aspect individually; the level of readiness is very high in curriculum or program management & study planning and student admissions. Whereas the levels of other aspects like arranging class, learning methods and learning outcomes assessment is high respectively.
- iv. The educational management is highly ready in terms of resources including the each aspects manpower of teachers, budget for organizing learning activities, teaching tools & equipment and management.

- v. The educational management is not yet ready in terms of international programs, while considering individual aspects; the readiness level is very low for international program management and low for the aspects (course curriculum or programs organized along with foreign institutions, state of internationalization of education and international labor market support).
- vi. The result of T-Test indicates that there is no significant difference among Thais and Lao people towards the readiness of educational management. Whereas when tested with One-Way ANOVA, it is found that the significant difference exists among the category of the respondents i.e. among parents/ concerning people, students and teachers/administrators towards readiness of educational management.
- vii. Later the pair wise comparison test indicates where the significant difference lies exactly. And it is found that the parents group has the significant differences, when compared to both teachers and students group in all aspects of readiness of educational management with the statistical significance level at .01.

Conclusion

From this study, it is obvious that Bueng Kan province educational management has been developed in all the aspects of academics and resources. They are ready to educate people who live along Thai-Lao border. But even though most of the respondents are Lao people who prefer to work in Thailand and foreign countries, the research study also revealed that the educational managements are not yet ready to offer international programs. The educational institutions can take efforts to manage international programs in order to meet the parents, students and teachers expectations. The educational institutions are strong in the aspects of academics and resources, which implies the parents, teachers and students are satisfied in this. Hence they can focus on the aspects which have larger discrepancy i.e., offering international programs.

Recommendations

The educational institutions may address the issues of international programs and make them ready to serve people at Thai-Lao border areas, Bueng Kan province. The population at this region is almost 100,000 in approximate, hence they can provide better educational service in terms of internationalization. Further studies can be conducted to compare the readiness of educational management between elementary (Prathomsueksa)-level and high-school (Mathayomsueksa)-level to guide educational institutions about the issues to be addressed in near future.

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Dr.Tanat Titiworatat is Lecturer, Thai Program, St.Theresa International College, Thailand.

Dr.Vichian Puncreobutr is Lecturer, English Program, St.Theresa International College, Thailand.
