

Factors Influenced on the School's Academic Administrative Effectiveness under the Department of Local Administration in Thailand

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Abstract

The objectives of this research were 1) to study the level of the school's academic administrative effectiveness under the Department of Local Administration. 2) to find the student-level factors, classroom level factors and school level factors that Influenced and 3) to construct a Multi-level model of factors. The sample comprised 1,380 people. They were 60 administrators, 120 teachers and 1,200 students selected by Multi-stage sampling. The instruments were 4 types of questionnaires: (1) for students, (2) for teachers, (3) for school administrators and (4) questions about school's academic. The results of this research were as follows: 1) The academic administrative effectiveness was at the high level. 2) For the student factors, it was found that the learning attitude, the learning behavior and the learning experience were significant at .05, .05 and 01 level respectively. For the classroom factors, it was found that the teaching quality and the teaching experience were significant at .01 and .05 level respectively. For the school factors, it was found that the instructional leadership and the administration experience were significant at .01 and .05 level respectively. 3)The multilevel model of factors was illustrated as a mixed.

Keywords: The multi-level factors, The academic administrative effectiveness,
The department of local administration

1. Introduction

Academic administration is an important for school administrators. Due to activities all school activities especially in the teaching and learning management which is the main aim of the school that is an indicator of the success and competency of the administrators (Bhumipat Rakphonmongkol, 2016) because academic work is an activity that involves improving teaching and learning to be effective. For students to be well behaved a good appearance, the knowledge and skills necessary to be able to live happily in society (Manu Rac, 2011)

Academic effectiveness problems regarded as an important issue of the school which are related to many levels both the school administrators teachers and students because the structure and nature of educational data is characterized by multi-level data called multi-level data that is interrupted (Hierarchical Nested Data) The analysis of the influence of independent variables on variables, followed by the arrangement of the information at a single level (Single Level Approach) is to ignore the structure of the data level. Causing errors in the conclusion between levels (Sirichai Kanchanawati, 2012)

From such problems and importance causing the researcher as a school administrator under the local government organization are interested in studying the multilevel factors that influence the academic administration effectiveness of the schools under the local administrative organization, which are the student level teacher factor And school level factors by means of multilevel analysis with regression equation, in case there are 3 levels, in order to know which schools under the local administrative organization are in the level of academic administration effectiveness and what factors influence the effectiveness of academic administration of the school

2. Objective

2.1 To study the level of academic administration effectiveness of schools under the local administrative organization.

2.2 To study factors at the student level classroom level factors and school level factors influencing the effectiveness of academic administration of schools under the local administrative organization.

2.3 To create a multi-level model of factors that influence the effectiveness of academic administration of schools under the local administrative organization.

3. Hypothesis

Student level factor, classroom level factors, and school level factors influence on effectiveness academic administration of schools under the local government organization.

4. Methodology

This research synthesized factors influencing the effectiveness of the school's academic administration, divided into 3 levels: student level factor. Classroom level factors and school level factors (Kritchaya Wichienpert, 2015; Nattiyaporn Yokubol, 2012; Songyos Kaewmongkol, 2014; Manu Rachan, 2011; Phumiphat Rakpornmongkol, 2016; Somthawin Wichitwanna and faculty, 2013; Suwat Wiwattananont, 2006; Ellis, 1993; Leithwood, 1994; McClelland, 1985; O'Neal, 1987; Sergiovanni, 1998).

5. Populations and Sample

Population used in this study: the school was used as an analysis unit, namely schools under the local government organization for the academic year 2017, consisting of 936 school administrators, 1,980 primary school teachers, and 49,629 grade 6 students, with a total population of 52,545. The research used was 60 administrators, 120 teachers and 1,200 students. 1,380 totals were obtained by multi-stage sampling.

Independent variables were factors influencing the effectiveness of academic administration of schools in the local administrative organization. It consists of student level variables, ie student attitudes towards learning. Student learning behavior original student experience and parental support, class-level variables were teachers' teaching quality. Teaching behavior of teachers experience and teaching atmosphere. The factors at the school level were academic leadership, administrative behavior, administrative experience and school climate.

The dependent variable was the effectiveness of academic administration according to the goals of the core curriculum of Basic Education BE 2551, consisting of students having morality, ethics, knowledge and abilities. Have a healthy body A cheerful mind patriotic and an awareness of cultural and environmental conservation.

6. Data Collection Instrument

The instrument used was a 5-level rating scale questionnaire. There were 4 questions in total, and the consistency index of the questionnaire and the operational term definition was 1.00 in all questions. Questionnaire number 1 was used for school administrators. 23 questions have a confidence value of .939 number 2 is used for grade 6 teachers, there are 4 aspects, 21 questions have a confidence value of .944 number 3 is for elementary school students. There were 18 questions in the 6th year, the question had the confidence value of .907 and the fourth version was used to inquire about the effectiveness of the school's academic administration, there were 5 aspects, 24 questions had the confidence value in the whole version equal .941.

7. Data collection

Collect information by sending questionnaires by mail, which received 100% of the questionnaires.

8. Results

The research objectives can be summarized as follows.

8.1 The results of the study on the effectiveness of the academic administration of schools under the local administrative organization. The overall picture is at a high level. The details are shown in Table 1.

Table 1 Mean and Standard Deviation of Academic Administration Effectiveness of Affiliated Schools. Local government organization according to the objectives of the core curriculum of basic education 2008.

Academic Management Effectiveness	\bar{X}	S.D.	Meaning
1. Students have moral ethics.	4.25	0.68	High level
2. Students have knowledge and ability	3.81	0.77	High level
3. The students are in good physical condition and cheerful mind	4.60	0.63	High level
4. The students are patriotic.	4.56	0.65	High level
5. The students are conscious of conservation, culture and environment	4.18	0.52	High level
Total	4.28	0.74	High level

From Table 1, it was found that the academic administration effectiveness of schools in the local administrative organization was at the high level (= 4.28) and when considering each aspect, it was found that the mean was at the high level in all aspects. The areas with the highest average were the students who were physically fit (= 4.60), followed by the patriotic students (= 4.56) and the last with the lowest mean of academic administration effectiveness. Is that the students have knowledge and abilities (= 3.81)

2. Results of the study, factors influencing the effectiveness of academic administration of schools under the local administrative organization were factors at the student level. Classroom level factors and the school level factors can be summarized as shown in table 2.

Fixed Effect	Coefficient	Std.	t-ratio	d.f.	p-value
1. Management Effectiveness Average academic					
μ_0 , Total mean (Y_{000})	4.279**	0.021	207.462	55	<0.001
Influence LEADER (Y_{001})	0.045**	0.016	2.819	55	0.007
Influence BEHAVE3 (Y_{002})	-0.014	0.018	-0.778	55	0.440
Influence EXPER3 (Y_{003})	-0.034*	0.016	-2.165	55	0.035
Influence CLIMA3 (Y_{004})	-0.024	0.015	-1.583	55	0.119
Influence QUAL2 (Y_{010})	0.105*	0.045	2.338	104	0.021
Influence EXPERI2 (Y_{030})	0.088*	0.042	2.083	104	0.040

2. Influence prediction ATTITUDE					
$(Y_{100}), \pi_1$	0.046*	0.022	2.089	59	0.041
Interaction value QUAL2, (Y_{110})	0.145	0.081	1.783	104	0.077
Interaction value BEHAV2, (Y_{120})	-0.048	0.053	-0.902	104	0.369
Interaction value EXPERI2, (Y_{130})	-0.150	0.078	-1.931	104	0.056
Interaction value CLIM2, (Y_{140})	0.066	0.089	0.734	104	0.465
3. Influence prediction BEHAVE					
$(Y_{200}), \pi_2$	0.059*	0.023	2.543	59	0.014
Interaction value QUAL2, (Y_{210})	0.042	0.093	0.450	104	0.654
Interaction value BEHAV2, (Y_{220})	0.130*	0.054	2.418	104	0.017
Interaction value EXPERI2, (Y_{230})	0.054	0.089	0.610	104	0.543
Interaction value CLIM2, (Y_{240})	0.050	0.078	0.632	104	0.528

Table 2 shows the results of the analysis of student-level variables. The classroom level and the school level that influence. Effectiveness of academic administration of schools under the local administrative organization (continued)

Fixed Effect	Coefficient	Std.	t-ratio	d.f.	p-value
4. Influence prediction EXPERIEN					
$(Y_{300}), \pi_3$	-0.058**	0.020	-2.856	55	0.006
Interaction value LEADER, (Y_{310})	-0.019	0.015	-1.279	55	0.206
Interaction value BEHAVE3, (Y_{320})	-0.015	0.018	-0.812	55	0.420
Interaction value EXPER3, (Y_{330})	0.038*	0.016	2.358	55	0.022
Interaction value CLIMA3, (Y_{340})	-0.001	0.015	-0.101	55	0.920
Interaction value QUAL2, (Y_{310})	0.216*	0.086	2.520	104	0.013
Interaction value EXPERI2, (Y_{330})	0.145	0.088	1.645	104	0.103

** Statistically significant at the .01 level, * Statistically significant at the .05 level.

From Table 2, it was found that factors influencing the academic administration effectiveness of schools in the local administrative organization. The student level factors were attitudes towards students' learning. Student learning behavior Influence the effectiveness of the school's academic administration. This was statistically significant at the .05 level and the students' previous experience. Influence the effectiveness of the school's academic administration. There was statistical significance at .01 level and student level factors. Able to jointly explain the effectiveness of academic administration of schools in the local administration organization Was about 6.36 percent

The classroom level factors were teaching quality of teachers. And teaching experience of teachers Influence the effectiveness of the school's academic administration. There was statistical significance at the .05 level and the class factor. They can jointly explain the effectiveness of academic administration of schools in the local administration organization about 91.00 percent.

School level factors were the academic leadership of the school administrators. Influence the effectiveness of the school's academic administration with statistical significance at the .05 level and school administration experience. Had a negative influence on the effectiveness of academic administration. Significantly, at the .05 level, school-level factors can collectively describe the academic administration effectiveness of schools in the local administrative organization by approximately 20.00%.

Interaction between teachers' teaching behavior and students' learning behavior. Interaction between teachers' teaching quality and student learning experience. And the interaction between the administrative experience and the student's learning experience. Influence the effectiveness of academic administration of schools under the local administrative organization. With statistical significance at the .05 level.

A multilevel model of student factors: Classroom level factors and school level factors: they influenced the effectiveness of academic administration of schools under the local administrative organization as picture 2.

9. Discussion

Effectiveness of academic administration of schools under the local administrative organization. The overall picture is at a high level. This may be because Academic work is the main task or the main mission of an educational institution. The National Education Act 2542 and its amendment (No. 2) BE 2545 aims to decentralize the management to the educational institutions as much as possible. With the intention of enabling educational institutions to operate independently, flexibly, in accordance with the needs of learners, educational institutions, local communities and participation from all stakeholders This will be an important factor to strengthen the school's administration and management. Able to develop curriculum and teaching and learning processes As well as effective measurement of results This is in line with the Department of Local Administration (2008), which reports on the performance and provides educational recommendations that Local administration administrators are required to uplift the quality of education by mobilizing resources to support the school mission. And develop the school to be accepted by the people Therefore, the level of effectiveness of academic administration of schools under the local administrative organization Very level This is in line with the research of Theeraphong Kanphikul (2014) that studied the academic administration effectiveness of Muang Mai Chonburi Kindergarten Under the Chonburi Provincial Administrative Organization found that the Muang Mai Chonburi Kindergarten Have a level of effectiveness in academic administration Very level And in line with the research of Suwat Wiwattanant (2006) researching on multilevel factors affecting the effectiveness of government secondary schools in Bangkok, it was found that the effectiveness level of government secondary schools in Bangkok was academic. To a large extent

The results of the study of factors at the student level were found that the learning behavior of the students and the attitudes towards the students' learning were as follows. Influence the effectiveness of the school's academic administration. This was statistically significant at the .05 level and the students' previous experience. Influence the effectiveness of the school's academic administration. With statistical significance at the .01 level, the results can be discussed as follows.

Student learning behavior Influence the effectiveness of academic administration of schools under the local administrative organization. May be due to Study behavior is an important aspect of learners who influence academic achievement. This is because learning behavior is a characteristic that shows students' behavior towards learning both in the classroom and outside the classroom. Saw enthusiasm Attention and care while studying It becomes a habit and becomes automatic when practiced or experienced enough (Eysenck, 1972), thus affecting the student's academic achievement and influencing the effectiveness of the school's academic administration. This is consistent with the research of Scheerens & Pelgrum (1989) studying the learning behavior of primary school students. The effectiveness of school management at the primary school level was statistically significant. And in line with Kritchaya Wichienprit (2015), who studied multilevel factors influencing the effectiveness of the school's academic administration, expanding

educational opportunities in the Northeast region. Of students influence the effectiveness of the school's academic administration, expanding educational opportunities in the Northeast With statistical significance at the .05 level.

Attitude towards students' learning Influence the effectiveness of academic administration of schools under the local administrative organization. May be because Attitude towards learning is the feelings or opinions of learners about the content of the subjects being studied. And influence on the behaviors that students express Both feelings and actions (Anderson, 1994), as well as attitudes, are the psychological inclination to induce a person to act. To approach or avoid that It is a person's feeling of things. This is the result of learning and experiences that motivate people to exhibit behaviors and tendencies to respond to that stimulus (McClelland, 1985), which influences the effectiveness of school administration. This is in line with the Jatuphon Wongchai (2014) research study on multiple factors affecting the results of the National Basic Test (O-NET) of Mathematics of Prathom Suksa 6 students. Student attitudes variable was related to the results of the National Basic Mathematics Test (O-NET) of Prathom Suksa 6 students. Affiliation with Chiang Rai Primary Educational Service Area Office 3 were statistically significant at Level 01.

Original student experience It was a variable at the student level that influenced the effectiveness of academic administration of schools in the local administrative organization. May be because Original student experience Is the basis of existing knowledge It is the memory and experience of the individual. That makes it possible to learn and connect with new knowledge Thus influencing the effectiveness of the school's academic administration. This is consistent with the research of Songyot Kaewmongkol (2014), which studied factors influencing the effectiveness of academic administration of primary schools. Under the Bangkok Metropolitan Administration, it was found that the students' original experiences There was a positive influence on the average academic effectiveness of primary schools. With statistical significance at the .01 level.

The results of the study of factors at the classroom level were found that the teaching quality of the teachers And teaching experience of teachers Influence the effectiveness of the school's academic administration. With statistical significance at the .05 level, the results can be discussed as follows.

Teacher teaching quality Influence the effectiveness of academic administration of schools under the local administrative organization. And interact positively with the student's learning experience. That may be because Teacher teaching quality It is to show the ability to organize teaching and learning activities of teachers by explaining guiding students to participate and learn on their own while teaching. Students are reinforced by providing feedback and bug fixes. Make students achieve their academic goals Therefore, the quality of teaching is the key that directly affects the learning of the learners (Ellis, 1993), influencing students' learning outcomes and positive experiences. This affects the effectiveness of the school's academic administration. This is in line with the research of Nattiyaporn Yokubol (2012), which studied the factors affecting the academic achievement of the science subjects of Prathom Suksa 6 students at a Demonstration School under the Office of the Higher Education Commission. The Ministry of Education found that teaching quality was a factor that directly influences the academic achievement of science subjects. With statistical significance at the .01 level.

Teacher's experience Influence the effectiveness of the school's academic administration. Under the local government organization This may be due to Teacher teaching experience It is an important attribute of the teaching expertise that has been undertaken. They can use various experiences to design effective learning management. Thus influencing the effectiveness of the school's academic administration. This is consistent with the Jatuphon Wongchai (2014) research, which studied the multilevel factors affecting the results of the National Basic Test (O-NET) of Mathematics of Prathom Suksa 6 students. The teaching experience variables were significantly related to the results of the national basic (O-NET) mathematics test of Prathom Suksa 6 students under the Chiang Rai Primary Educational Service Area Office 3. .01

Teacher's behavior Interact positively with students' learning behavior Influence on the effectiveness of academic administration May be because Education reform under the National Education Act 1999 has raised the teacher profession to a higher professional level. Causing teachers to modify their own teaching behavior To comply with

professional standards and ethics This is beneficial for both educational service recipients and educational professionals. As a result, students have good study behavior and behavior. This was consistent with the Vibhavadi Chewapalaboon (2010) research, which studied an effective academic management model in private primary schools in Bangkok, found that teaching behavior influenced the effectiveness of academic administration in private schools. And explain the effectiveness of academic administration at 43 percent

The study of factors at the school level showed that the academic leadership of the school administrators was Influence the effectiveness of academic administration of schools under the local administrative organization. With statistical significance at the .01 level and administrative experience. Had a negative influence on the academic administration effectiveness of schools under the local government organization. With statistical significance at the .05 level.

Academic Leadership of School Administrators Influence the effectiveness of academic administration of schools under the local administrative organization. May be because Academic leadership is influenced by executive behavior in the classroom teaching and in shaping the academic climate in educational institutions. To carry out academic activities in achieving quality goals and missions (Leithwood, 1994) influencing the academic achievement of the school. This is consistent with the research of Noppadol Phonyai (2013), which studied the factors affecting the effectiveness of academic administration of schools under the Ubon Ratchathani Primary Educational Service Area Office, District 5, found that the academic leadership of the administrators School is a factor affecting the effectiveness of the school's academic administration. And able to forecast the effectiveness of the academic administration of the school by 72.6 percent

Administrative experience has a negative influence on the academic administration effectiveness of the school in the local administrative organization. This may be because School administrators under the local government organization Most of them are quite old. And has more than 10 years of management experience, which has a lot of administrative experience There may be a bad part: Lack of enthusiasm for work Rarely listen to reasons, suggestions, problems and obstacles From subordinates Likes to make decisions for himself and give orders for teachers and school personnel to follow. Without participation Causing teachers and students to lack motivation for teaching and learning This causes the administrative experience to have a negative influence on the effectiveness of the school's academic administration. This is consistent with the research results of Supang Chanthawanich (1988) found that the senior headmaster aged 50 years and over, despite having much experience But will have little enthusiasm for work Tend to hold their own ideas Lack of diverse brainstorming Causing the lack of cooperation in the performance of work within the school This resulted in a decrease in the effectiveness of the school's academic administration. And in line with Manoon Rachan (2011) studying the multilevel factors influencing academic administration effectiveness of basic school administrators in the eastern region, it was found that the administrative experience had a negative influence on the regression coefficient of teaching behavior. Of the teacher With statistical significance at the .05 level.

Administrative experience interacts with students' learning experience. Influence on the academic administration effectiveness of schools in the local administrative organization. This may be because School management experience is a good part of school administrators who have extensive administrative and work experience. The more they have the ability to perform work and understand the work even more. It is possible to provide a mass of experiences to students according to their needs and interests (O'neal, 1987), enabling them to meet their needs and become a positive student experience. Affect the effectiveness of academic administration This is in line with Jittiporn Jittri (2012) who studied the effectiveness of academic administration in schools, expanding educational opportunities. Under the Office of Nakhon Si Thammarat Primary Educational Service Area 3, it was found that the management experience was different. There was a statistically significant difference in academic administration effectiveness at the .05 level.

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