

The School Management for Readiness to ASEAN Community of Schools under the Secondary Educational Service Area Office 29

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ABSTRACT

The purpose of this research is to study the educational management and readiness for the impending development of the ASEAN Community of schools administrators, under the jurisdiction of the Secondary Educational Service Area Office 29, Ubon Ratchathani, Thailand. The population include 81 administrators form 81 schools. The research instrument is a questionnaire with a five-point rating scale, and the data is analyzed using mean, percentage, and standard deviation. The results indicate that a majority of school administrators aged 50 and above (53.09 percent), hold a master's degree (95 percent), and have 6 - 10 years of experience (28.4 percent). Regarding their school management for the ASEAN Community, it was found that their preparation for the ASEAN Community was found to be at high level, the average is 3.87. The three aspects explored in this research and found to be at high levels include management and to student competencies ($X^- = 3.92$). Stakeholders and Participants ($X^- = 3.89$) and teacher development ($X^- = 3.78$). The three subcomponents of each aspect are as follows: (1) Management: The school support the methods of the ASEAN Community, the school set up the ASEAN Community's vision, and the school developed their curriculum regarding ASEAN. (2) Learner quality: The school promote Thai and ASEAN citizenship among students, the school provide knowledge about the ASEAN Community for the students, the school also emphasize the important of the school development for the ASEAN Community, the school provides a better understanding of the development of the school to the ASEAN Community, and the school arrange events about the ASEAN Community to educate all relate participants. (3) Teacher Development: The school improve the teacher's knowledge about the ASEAN Community, the school improve their learning management, and the school develop teachers' ASEAN language skills.

Keywords: ASEAN Community, Management, Learner quality, Teacher Development

INTRODUCTION

As a mechanism to instill values and concepts of understanding between member states, Education plays an important role in building a strong and prosperous economy, both regionally and globally. This study defines the role of Education in mobilizing and preparing for the ASEAN Economic Community (AEC). The Office of the Education Council (2549) found that all ASEAN countries give priority to the development of education, emphasizing the need for educational reform in underdeveloped, poverty stricken areas; and as a tool to enhance a country's competitiveness in the AEC.

The Association of Southeastern Asian Nations (ASEAN) consists of three sub-communities, three closely related pillars; which are the ASEAN Political-Security Community, Asean Economic Community, and the ASEAN Socio-Cultural Community. Each aims to serve the public well-being through technical and functional cooperation under social and cultural coverage, in areas such as early childhood education, human resource development, and human rights (Preecha Monkong, 2554).

The ASEAN Socio-Cultural Community focuses on integrating education into the developmental agenda of the region, creating a knowledgeable society which promotes

access to basic education, foster parenting, and early childhood development. The elimination of illiteracy requires compulsory education for all males; regardless of social status, racial and ethnic origin, or disability. School administrators, through a cognitive approach to educational management, play a key role in the entry to the AEC (Theera Loon Jaleon). The present researchers are studying these most important leaders, and the effectiveness of their managerial process, under the jurisdiction of the District 29 schools.

RESEARCH PURPOSES

To study the education available within the international community of Asian Schools, Secondary Educational Service Area Office, Area 29.

KEYWORDS

Administrators, refers to those who serve in education. This research represents the secondary school administrators, under the jurisdiction of the District 29 schools.

ASEAN Community comprises three sub-communities: the Asian political and security community, Asian Economic Community, and European and Asian cultures.

The *Secondary Educational Service Area Office* oversees the 29 secondary schools in the province of Ubon Ratchathani and Amnat Charoen.

ANTICIPATED BENEFITS

To provide school administrators with the necessary tools and information needed to successfully advance into the upcoming ASEAN community, and to prepare both students and faculty for the upcoming challenges.

RESEARCH METHODS

The research methodology (Survey Research) is as follows:

Population

This research utilizes a population of 81 school administrators, within the secondary schools of district 29.

Instruments used in data collection

The survey was designed to collect data regarding the administrator's educational background, as follows:

- 1) Documents authenticating formal education.
- 2) Analysis of the information provided within the questionnaire.
- 3) Create a query, consisting of three sections:

Episode 1: Overview of respondents, in both checklist and open-ended form.

Episode 2 : Educational comments in preparation for entering the ASEAN

community are divided into four areas: Management, Teacher Development, Participants and Stakeholders, and Quality of Learning 5-point rating scale.

Episode 3 : Open-ended questioning by three experts, in order to determine the validity of the survey contents, calculating reliability: Cronbach, with coefficients of alpha (α -coefficient). Appropriate scoring met the survey objectives, including: the use of language and the content. Suggestions are then offered.

DATA ANALYSIS

Data processing and tabulation of statistical analyses were based upon the survey's research questions. Statistics included:

- 1) Analysis of the respondent's current status; including gender, educational background, and work experience; using frequency (F) and percentage.
- 2) Analysis of the levels of education within the international community, given each Asian student (\times), and the standard deviation (SD).
- 3) Summary of suggestions for future research.

The data analysis has led to comparisons with each criteria, based on the concept of Best ; which are detailed below.

DISCUSSION OF RESEARCH FINDING

School administrators were aged 50 years and over (53.09%), hold a Master's degree (95%), are experienced as executives for 6 to 10 years (28.40%), and have 20 years' experience or more (27.16%).

In the field of education; the international community seems prepared for ASEAN's overall management level, with an average score of 3.87.

School management is encouraged to support the new ASEAN curriculum, and the school's vision is in line with the goals of the ASEAN community. The quality of learners are structured to further develop students' knowledge of ASEAN citizenships, and to further promote Thailand; as well as to promote the study of English within all ASEAN countries.

The Secondary School District Service Area Offices are encouraged to provide educational seminars on the study of the cultural traditions within each ASEAN nation.

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