

4819677: EDUCATIONAL LEADERSHIP
KEY WORDS: CHINESE LANGUAGE PROGRAMS MANAGEMENT / CURRICULUM
MANAGEMENT / INSTRUCTIONAL MANAGEMENT / HUMAN
RESOURCE MANAGEMENT / TEACHING & LEARNING QUALITY
MANAGEMENT / CHINESE LANGUAGE TEACHING IN THAILAND
XIE HUA: ACTION AGENDA OF EDUCATIONAL LEADERSHIP IN
PROGRAM MANAGEMENT: THE FACTORS ENHANCING EFFECTIVENESS
OF CHINESE LANGUAGE PROGRAMS. DISSERTATION ADVISOR: ASSOC.
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The objectives of this research are: (1) to identify the factors enhancing the effectiveness of Chinese language programs management for Thai basic education schools in Bangkok. (2) to identify the characteristics of effective language program management for Thai basic education schools in Bangkok. (3) to identify the differences between practices and expectations in Chinese program management from the perspective of school administrators and teachers of Chinese. (4) to develop a practical action agenda for Chinese language program management for Thai basic education schools.

From the review of literature internationally and domestically, the focus of this study is ten factors: (1) curriculum development, (2) teaching materials, (3) teaching methodology, (4) ICT assisted teaching and learning, (5) teachers' profession, (6) staff development, (7) budget management, (8) administrative supports, (9) quality assurance, and (10) evaluation and assessment. The above ten factors are categorized into four main managerial aspects: curriculum management, instructional management, human resource management, and teaching and learning quality management. Open-ended questionnaires used in the survey of 41 school administrators and teachers of Chinese regarding the opinions on current practices and future expectations. The questionnaires also inquire opinions regarding the characteristics of effective language programs management. Semi-structured guide used in the interview of 16 administrators and experienced teachers regarding their valuable experiences in their Chinese language programs management (CPM) from the perspectives of the above ten factors.

The study is to investigate those ten factors for both public and private schools. Four schools were selected as the research sites: the sample schools are recognized by Thai MOE and the location is limited to only Bangkok. The number of students in each school is greater than 3,000. And all sample schools have run its Chinese language programs for more than 6 years. The 41 participants, in which all Chinese teachers and only administrators who work closely with the Chinese programs in each school contributed in this research.

Combining some of the approaches from different scholars, open-ended surveys, and semi-structured interviews with administrators and teachers of Chinese, provides the results of the study, which can allow one to understand the factors enhancing the effectiveness of CPM, the differences between practices and expectations in CPM from the perspective of school administrators and teachers of Chinese, the characteristics of effective language program management. As the results, what can be happening to improve the determined factors in order to enhance the effectiveness of Chinese program management for the Thai basic education schools in Bangkok, is analyzed and synthesized as a practical action agenda for schools' management of its Chinese language programs.

The results of this research prompt several recommendations regarding the concept of Chinese language program management for Thai basic education schools in Bangkok: (1) building awareness, (2) establishing programs, (3) programs outside the School Day, (4) enhance attractiveness of Chinese language teaching, (5) technical assistance network or center, (6) Joint Thai-China programs, (7) pilot partnership programs, and (8) outsourcing Chinese language programs.