

# **DEVELOPMENT OF ACADEMIC ADMINISTRATION WITHIN THE 'PDCA' FRAMEWORK AS PERCEIVED BY ADMINISTRATORS IN PRIVATE SCHOOLS UNDER THE OFFICE OF NONTHABURI EDUCATIONAL SERVICE AREA 2**

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**Abstract.** This study proposes: 1) to investigate the administrators and administrative committees' actions in academic administration. 2) To examine and compare the actual and expected actions in the framework of academic administration by administrators in private schools under the office of Nonthaburi Educational Service Area 2. 3) To determine an effective strategy for implementing an 'Academic Administration' using PDCA framework based on the standards and quality assessment of ONEC (Office the National Education Commission Office of the Prime Minister Kingdom of Thailand). The samples used in this study to determine and compare followed methods of surveying questionnaires for administrative committees and teachers in private schools under the office of Nonthaburi Educational Service Area 2 in 2007- 2008 academic year. The scope is the field of 'Academic Administration' in five tasks that are: 1) academic affairs planning 2) curriculum development 3) instruction management 4) supervision and instructional improvement and 5) evaluation of academic affairs on the standards and quality assessment of the PDCA framework. The instruments for collecting data include five tasks of academic administration as above. Action throughout four strands of PDCA framework by the office of National Education Standards and Quality Assessment involves: (P = plan, D = do, C = check, A = Action). The statistical methodologies used for interpretation of data are mean, standard deviations, and t-test within the location of methods: 1) to search for the real statement of problems in 'academic administration' 2) to reveal the nature of the PDCA framework related to how to work in effectively in academic administration, 3) to develop and propose active strategies and suggested actions in order to improve standards and quality in the five tasks of academic administration construct cited in the Standards and Quality Assessment of ONEC. Comparison of the actual actions of administrators in five tasks of Academic administration throughout four actions of PDCA: This framework was examined related to statistically significant differences from the expected actions in the group of administrative committees; classified by gender, age, educational background and working experience. Next, the actual actions or expected actions, were looked at, especially in the framework of PDCA (P = plan, D = do, C = check, A = Action) throughout the five task areas cited above. Supervision and Instruction Improvement and Evaluation of Academic Affair were looked at in private schools under the office of Nonthaburi Educational Service Area 2 for the 2007- 2008 academic year. The results of this study will be used to propose effective suggestions for implicative actions: 1. if there are high or low-rated actual actions of school administrators in the five tasks in academic administration throughout the four actions of PDCA framework. One is able to find out what factors were weak or strong so as to solve and develop remediation programs to address need. 2. If there are high or low-rated expected actions then one can propose, motivate, and develop school administrators and teamwork aspects to implement the academic administration in every school.

## **Introduction**

### *Rational and Significance of the Study*

“...Education is a major factor to create and develop a person's knowledge, ideas, behavior and merit. Any society and country should provide good, complete and well-balanced education, covering all aspects, for the youth so that the society and country will have qualified citizens. They will be able to sustain the country's prosperity and to develop the country progressively.....” Speeches of His Majesty Bhumibol Adulydej

Educational administration in Thailand, since the year 2000, according to the educational researchers, is rapidly declining in quality. A nine-year compulsory education law and other factors; more children enroll in school; and more stay longer. In 2005, people had an average of 8.5 years of schooling; an increase from 7.6 in 2002. (Box 1.2 HAI Education Index 2005) But there remain questions about