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THE ADMINISTRATION OF STUDENT SUPPORT
SYSTEM IN THE EDUCATION EXTENDED SCHOOL
UNDER THE OFFICE OF KHON KAEN PRIMARY
EDUCATIONAL SERVICE AREA 4



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Abstract

According to the core curriculum of Basic School 2008, specified the things students should know and practice in the learning standard and indicator including: knowledge and competency, ethics and morality, desirable value. The Office of Khon Kaen Primary Educational Service Area 4 implemented work to serve the Office of Basic School Commission and supported the student support system of Secondary Schools, and Extended Schools in implementing the sustainable student support based on action plan in moving the student support system. Therefore, the researchers were interested in studying the administrative system in student support system of the Extended School, how the situation and problem would be, and to find guidelines for administration of student support system to achieve goal in practicing based on the policy further.

Keywords: System, student support, extended school, administration

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1. Introduction

The core curriculum of Basic School 2008, specified the things students should know and practice in the learning standard and indicator including: knowledge and competency, ethics and morality, desirable value. There were obtained the learning standard and indicator for leading to 5 major competencies, and 8 desirable characteristics (The Office of Basic School Commission, 2009). The Office of Khon Kaen Primary Educational Service Area 4 (2008) implemented work to serve the Office of Basic School Commission as well as supported the student support system of Secondary Schools, and Extended Schools in implementing the sustainable student support based on action plan in moving the student support system 2010-2011 with objective for taking care of every student to have good opportunity in obtaining educational service and national power. For the former practice, the Ministry of Education wouldn't be successful as it should be based on policy or strategy. If there were persons leading policy to move in school as administrators for serving policy of the Office of Basic School in developing the sustainable student support system during 2010-2011 by allowing the school teachers to be aware without overlooking the second student development process as being good, intelligent, and happy in society since the Extended School included difficult administrative system. Therefore, the process of educational quality development so that the students would accomplish educational goal in another process as student support system. In addition, many research studies like Sittisak Champati (2008) stated that the administration supporting students' desirable characteristics including 3 sub-systems as: the student support system, the instructional management system, and the student activity system as administrative systems being able to enhance students' desirable characteristics very well. The students had concrete desirable characteristic. Furthermore, Pensri Nittaya (2008) studied the situation and problem in implementation of student support system in schools, under jurisdiction of the Office of Khon Kaen educational service Area 4, found that the administrators, and the chiefs of student support system in different sized schools, there were significant differences in opinion on situation of implementation in student support system, at .05 level, in each aspect and each item, the administrators and chiefs of work for student support system in school, with different positions, there were no significant differences in their opinion on situation of student support system, both of each aspect and each item, at .05 level. So, the researcher was interested in studying the administrative system in student support system of the Extended School, how the situation and problem would be, and to find guidelines for administration of student support system to achieve goal in practicing based on the policy further.

2. Research Questions

- i. What level were the situation and problem in management of student support system in Extended School, under the Office of Khon Kaen Primary Educational Service Area 4?
- ii. What the guidelines in management of student support system in Extended School, under the Office of Khon Kaen Primary Educational Service Area 4?

3. Research Objectives

- i. To study level of situation and problem in student support system of school administrators in Extended School, under the Office of Khon Kaen Primary Educational Service Area 4.
- ii. To study guidelines of management in student support system in Extended School, under the Office of Khon Kaen Primary Educational Service Area 4.

4. Research methodology

4.1. Population and samples

Population using in this study consisted of the administrators and teachers in Extended Schools, under jurisdiction of the Office of Khon Kaen Primary Educational Service Area 4, including: 66 administrators, 760 teachers, total of 826 persons. Samples using in this study consisted of the administrators and teachers in Extended Schools, under jurisdiction of the Office of Khon Kaen Primary Educational Service Area 4, including: 66 administrators, and Simple Random Sampling from population of teachers from Krejcie and Morgan' Table (1970). The obtained samples were 197 persons, total of 263 persons.

4.2. Variables

It was the administration of student support system covering 4 aspects: 1) the preparation and planning for implementation, 2) the implementation according to plan, 3) the supervision, monitoring, and following up aspects, and 4) the evaluation aspects.

4.3. Instruments

- a) The instruments using for collecting data of this study were the Questionnaire as 5 Level Rating Scale, and Focus Group Discussion.

- b) The calculation for reliability from total issue of Questionnaire by Cronbach's (1990) Coefficient Alpha, its coefficient was 0.93.
- c) The investigation of Content Validity from research instrument by using Questionnaire asking opinion of 3 experts evaluating congruence of operational definition, and item of studied variables. Then, the findings of evaluation were calculated for Index of Item Objective Congruence: IOC. For every issue of Questionnaire using in this study, included IOC from 0.5 up. For handbook of Focus Group Discussion, it established from respondents' opinion and variables were ranked in order for setting up issues of Focus Group Discussion in order to find guidelines of solutions.

4.4. Data analysis

Data were analyzed by using computer program to calculate the Frequency, Mean, and Standard Deviation.

5. Conclusions and discussions

According to the study of administration of student support system in Extended Schools, under the Office of Khon Kaen Primary Educational Service Area 4, 4 interesting findings as the situation and problem of administration in student support system, and guidelines in administration of student support system in Extended School, as following details:

5.1. Situation and problem of management in student supportive system

The researcher classified discussions into 2 parts: the situation in implementation, and the problem of implementation in student support system of Extended School, under the Office of Khon Kaen Primary Educational Service Area 4, the situation in implementation both of overall and each aspect, the practices were in "High" level. It might be because of the administrators and teachers had awareness in policy of the Office of Basic School Commission. In addition, the attempt of the Office of Khon Kaen Primary Educational Service Area 4 (2008) in developing the strength of student support system both of Secondary School and Extended School for implementing the sustainable student support system according to an action plan moving the student support system in 2010-2011 by putting policy into practice as well as enhancing the school to organize different activities such as home visit activity, parent conference activity, participation in research, education, and development for student support system as well as serving intention of educational management as specified by the Office of

Academic and Educational Standard, regarding to the significance of core curriculum of Basic School 28 in creating and developing the national children and youth into 5 competencies, and 8 desirable characteristics. Therefore, every school viewed the necessity as well as importance of working step and process of student support system in 4 aspects from the preparation and planning for implementation, implementation according to plan, supervision, monitoring, and following up, and evaluation. It was supported by the studies of Reungyod Utarasat (2003), Weera Obom (2003), Rattanapon Reungla (2009), found that the overall situation of student support system, the practices were in “High” level.

Considering each aspect, found that the practices were in “High” level every aspect by ranking in order from high to low as the preparation and planning for implementation, implementation according to plan, the evaluation, and the supervision, monitoring, and following up, very little comparing to other aspects. It might be due to the supervision, monitoring, and following up aspect wasn’t systematic and continuous. Furthermore, the school lacked of knowledge as well as technique in supervision process. It was supported by Weera Obom (2003) found that the overall opinion on administration in student support system of teachers in Basic School, Banlad District, under jurisdiction of the Office of Pechburi Educational service Area 2, in “High” level. The aspect with lower level of practice than the other aspects including the supervision, monitoring, and following up aspect. Sutep Promraksa (2009) found that the overall situation of implementation in student support system of Municipal Teachers in schools under jurisdiction of the Local Educational Group 9, it was in “High” level. The step with lower level of practice than other aspects was the monitoring, and following up, evaluation and report, the preparation and planning for implementation. The item with last order of practice, was the school allocate budget according to plan, and the project of student support system. It might be because of both of administrators and teachers’ awareness as well as comprehension in the potential outcome on students according to the implementation of student support system, was very little. For implementation according to plan, the item with last order of practice was the school implemented emotional quotient by using the Emotional Quotient Scale with students. It might be due to the teachers’ lack of knowledge as well as technique in using the evaluation scale. For supervision, monitoring, and following up aspect, the item with last order of practice, was the school cooperate with other work units. For evaluation aspect, the item with last order of practice, was the school appointed the committee to evaluate and review implementation of student support system. It might be due to the clearness and continuity of work process. As a result, the those who were assigned the tasks lacked of seriousness to evaluate.

For the problem of administration in student support system in Extended School, found that the overall and each item, it was in “Moderate” level every aspect. It might be because of the policy of Ministry of Education, and the Office of Educational Service Area paid their attention to as well as monitored in school work. It was supported by Sutep Promraksa’s (2009) found that the problem of implementation in student support system of Municipal Teachers in school under jurisdiction of Local Education Group 9, was in “Moderate” level. The preparation and planning for implementation, was the first order of problem. Sompong Kaewaj (2004) found that the official teachers’ opinion on problem of implementation in student support system of school offering education in Secondary School level, under jurisdiction of Khon Kaen Educational Service Area 1-5, it was in “Moderate” level. But it wasn’t supported by Rattanapon Reugla (2009), found that the findings of problem in implementation of administration in student support system in school, in overall and each aspect, it was in “Low” level. It might be due to the readiness of persons both of administrators, teachers, or students between the Office of Khon Kaen Educational Service Area 1, and the Office of Khon Kaen Educational Service Area 4, was different except in the implementation according to plan in the item: the school implemented the home visit as well as other activities in order to get various kinds of information in students which found that the problem was in “Low” level. It might be due to the encouragement and support of the Office of Khon Kaen Primary Educational Service Area 4, in enhancing the school under affiliation to organize the activity called “Home Visit Week,” and report to the original affiliation. Consequently, every school implemented based on duration specified by the Office of Educational Service Area.

5.2. Guidelines for management in student supportive system

According to the findings of guidelines in administration of student support system by Focus Group Discussion, and opinion from Questionnaire, they were 4 aspects as follows:

5.2.1. Preparation and planning for implementation

Both of administrators and teachers had to create awareness and try to understand their own role and function in potential usefulness from implementation in student support system by study tour, training, sharing, conference, self-studying from book or internet. School context should be analyzed. Policy of student support system of Ministry of Education and the Office of Educational Service Area, should be known and comprehended. Then, it should be determined as policy, strategy, and action plan in school. Then, the work plan should be performed by determining as work schedule of student support system. It was supported by the Office of Basic School Commission’s (2005) study situation of student support system

management in Basic School, found that the problem needed to be urgently solved was to comprehend the student support system so that every sector would understand common basis, know, and be aware of their own significance and role on student support system. Specifically, the consultant teachers or school counselors should have supplementary development in technique and process of knowing individual student, and identification as well as team working.

5.2.2. Implementation according to plan

The school should organize corner or special room for counseling such as library, tree shed, or personal corner as sitting for talking so that the other students wouldn't be watched. So, the school should provide the counseling place according to appropriateness of their own. Moreover, the instrument and document as well as the Evaluation Scales for implementation, should be provided. Besides, the administrators and teachers should be provided new techniques and methods, knowledge, comprehension, and competency in implementing based on working system. Since in former time, the system scarcely held teacher training or development as it should be. As a result, most of school teachers didn't give an important and understand the student support system. In addition, the Office of Educational Service Area should view the importance and provide teacher training truly and thoroughly. It was supported by the Office of Basic Educational Commission's (2005) study in Basic School, found that the consultant teachers and school counselors, parents, and administrators or their assistants, should be developed and reviewed their knowledge and comprehension in Development Psychology, Child Psychology in each period, and Counseling Process appropriate with each group in order adjust role to be congruent with student more efficient.

5.2.3. Supervision, monitoring, and following up

The administrators or committee performing the supervision, monitoring, and following up, who were appointed by school, should create their own supervision pattern and implement supervision based on schedule. Besides, the administrators should monitor, control, and care closely in order to encourage morale as well as suggest and solve the teachers' problem. Don't let the teachers to be responsible for project working alone. Everyone had to do one's duty (Directed team, Done team, Cooperated team) should collaborate in their work by all of 5 groups called 5 cooperation including the school boards, administrators or their assistants, consultant teachers or school counselors, parents, and students in each step and working process. It was supported by the Office of Basic School's (2005) study the situation of management in student support system in Basic School, found that in administrator aspect,

the administrators or their assistants including the Office of Educational Service Area, should be aware of and view importance of student support system as well as follow up the evaluation systematically, and support the system developing strength, morale for related officers, and support various necessary resources facilitating the system.

5.2.4. Evaluation aspect

The school should conclude and report the findings of implementation in student support system of each year to administrators and original affiliation. Furthermore, public relation and dissemination the findings of implementation should be performed for related persons through different techniques. Data should be systematically stored in information technology of school in different forms such as bulletin board, journal, pamphlet, or other techniques for being useful in future opportunity. It could be found that the school should provide evaluation in implementation student support system periodically, and use the findings for improving and developing the work practice being more efficient based on collaborative climate in thinking, performing, problem solving, providing morale, and supporting resource for success as well as reporting the findings of implementation and public relation as final step for concluding overall of implementation in the whole system for related persons as well as public.

6. Recommendations

6.1. Recommendations from this study

6.1.1. Preparation and planning for implementation

1) The administrators, teachers, or educational staffs should try to understand the student support system so that those in every sector would have common understanding, know, and be aware of one's significance and process of knowing individual student as well as student identification, and team working process, 2) the school should allocate budget based on work plan and project, and 3) school administrators and teacher should study and comprehend policy of Ministry of Education, and Office of Basic School Commission regarding to student support system.

6.1.2. Implementation according to plan

1) The administrators and teachers should develop and review former knowledge as well as comprehension for school advisors or counselors, parents, and assistant administrators regarding to Development Psychology, Child Psychology in each age, and appropriate

guidance process for each group to be able to modify one's role to be more efficiently congruent with student support system, 2) the school should assess the students' emotional quotient by using Emotional Quotient Scale, and 3) the school should manage or provide the instrument for supervision, monitoring, and following up the school as well as cooperation with local working unit and local work in order to be commission for supervision, monitoring, and following up the administration of student support system.

6.1.3. Supervision, monitoring, and following up

1) The administrators or their assistants referred to the Office of Educational Service Area, should be aware of student support system as well as following up and evaluation systematically. In addition, the system should enhance to include strength as well as provide morale for related officers, support necessary resources facilitating the system, 2) the school should cooperate with local work unit for being committee for supervision, monitoring, and following up the administration in student support system, and 3) the school should establish or find the instrument for supervision, monitoring, and following up.

6.1.4. Evaluation Aspect

1) The school should evaluate the implementation of student support system periodically as well as use the findings of evaluation for improving and develop work practice to be more efficient based on climate of collaborative thinking, doing, problem solving, providing morale, and supporting the resources for being successful as well as reporting the implementation findings, and providing the information as final steps in order conclude overall image of holistic implementation for related people as well as public, 2) the school should appoint committee for evaluating, reviewing the implementation of student support system, and 3) the school should summarize implementation of student support system to the top executives further.

6.2. Recommendations for future research

- 1) The study of needs for developing the guidance technique and process of related persons, should be conducted.
- 2) The study of guidelines for developing the technique and process of supervision, monitoring, and following up the student supportive system, should be conducted.
- 3) The study of guidelines for developing the data base for student support system, should be conducted.

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