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**A Study On Academic Administration In Small Schools In Mueang Maha
SarakHam District Under Primary Educational Service Area Office 1**



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Abstract

The objectives of this research were aimed to 1) to investigate academics administration guidelines in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1, 2) to propose academics administration guidelines in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1. The research on the Academics Administration Guidelines of Small Schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1, has divided into two main phrases as follows. Phrase 1 to observe School principals and teachers' guidelines and opinions from the Academic Department about academic administration in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1. Phrase 2 to propose academics administration guidelines of in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1. The number of 235 participants was selected from school principals using multi-stage sampling of Krejcie and Morgan tables. The research tools consisted of three main parts, as follows. Firstly, General Background, i.e., position, education, age, and work experiences by employed checklist. Second, Academics administration guidelines in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1 which covered five dimensions of administration, and the last part were additional opinions and suggestion from school principals and teachers about academics administration guidelines in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1 from open-ended questions.

The study results indicate that the principals and teachers had qualified in academic administration in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1 at a good level, particularly in the administration of educational curriculum, teaching, assessment, evaluation, and grade transfer, development, media, innovation and technology, and development of learning resources were all at a good level. As a result of academic administration in small schools in Muang Maha Sarakham district under Primary Educational Service Area Office 1.

In addition, the academic administration guidelines summary of Small schools in Mueang Maha Sarakham district under the Maha Sarakham Primary Educational Service Area Office, Area 1, were 1) the school used the school curriculum to organize learning activities. It held a working group meeting to plan academic administration by studying the Educational curriculum institutions, and strategic plans are information for planning. The school also was provided a curriculum, educational institutions, teacher manuals, and enough media for academic administration; 2) For teaching and

learning management, the principals encourage teachers to create a learning administration plan based on the subject matter and the learning unit with a learner focus and provides an opportunity for teachers to develop a plan in teaching and learning. For the slow learner, remedial instruction was provided to promote and help them to learn in an appropriated environment; 3) In grade evaluation and assessment, the school has a system for transferring grades, knowledge, abilities, experiences of students from other schools or even another form of education which corresponded with regulations and assessment training program. The evaluation and assessment have created standardized measurement tools for teachers and the schools to use a quality standardized evaluation tool; 4) the schools plan to develop educational media, technology, and innovation distinctly. The local materials and wisdom were used to produce teaching along with consistency monitoring and evaluation of the use of educational technology innovation media; 5) for the development of learning resources, the school has funded in educational resources to continuously develop learning resources integrated with encourages teachers and students to use resources for continuous learning and development, including setting up a committee for the development of learning resources.

Keywords: Academic Administration, Small school

1. Introduction

The administration of small elementary schools is different from the medium and large schools, in the perspectives of the Office of the Education Council (Office of the Education Council, 2008) which analyzed of educational administration conditions. The study found that weaknesses in the educational administration were differences between small and large schools. The small schools remained the lack of the potential of teachers, materials, equipment, academic development, included quality and standards of educational institutions, resulting the small schools unable to fully implement basic education policies, to corresponded with the Office of the Education Council (2008) found that small elementary schools lacked teaching materials and materials due to the shortage of budgets to provide teaching materials and equipment due to existing media does not match the content. In addition, Thai education in the averaged scoring system is varies according to the size of the school, the large school area has the highest average score i.e., in Bangkok and Central region had the highest average score and demonstration schools and private schools had the highest average scores in all areas. On the other hand, small schools in low economic areas had lower average scores. This presented that the quality of Thai education was different according to the country's socio-economic climate (Promphilai Buasuwan, 2011).

Maha Sarakham Primary Educational Service Area Office 1 is the department responsible for the Basic Education Administration in 4 districts, namely Muang Maha Sarakham district, Kantharawichai district, Borabue and Kae Dam district. In the district of Mueang Maha Sarakham, there are 63 schools, which are small schools with the number of students not over 120 students, 52 schools or 82.54 percent in Maha Sarakham district. Kantharawichai district consists of 48 schools, 36 are small schools, accounting for 75 percent. Borabue district consists 66 schools, 43 are small schools, 65.15 percent, and Kae Dam district consists 20 schools, 17 are small schools, as 85 percent of primary schools in the Maha Sarakham Primary Educational Service Area Office 1, are small schools with the number of than 120 students calculated as more 50 percent in all districts, have problems and lack of media, teaching materials, equipment, modern educational equipment. Resulting the students not be able to learn from a variety of learning sources. Furthermore, teachers lack the experience to create systematic teaching materials and academic administration in schools entails students to have low academic achievement (Maha Sarakham Primary Educational Service Area Office 1)

As the importance of aforementioned, researchers are interested in studying academic administration in small schools because there are a few person in schools which may affect the teaching performance. Because of the teachers have to teach in all courses, it would be difficult to teaching and in charge the administration in the school. For this reason, the researcher is interested in studying the problems of academic administration in small school, particularly in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1 to be a guideline for the study and development of academic administration of the next small school.

2. Research objectives

- a) To study the condition of academic administration in small schools in Mueang Maha Sarakham district under Mahasarakham Primary Educational Service Area Office 1
- b) To propose guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1

3. Research hypothesis

- a) School committees have participated in school administration at a high level.
- b) School committees have different status in school administration.

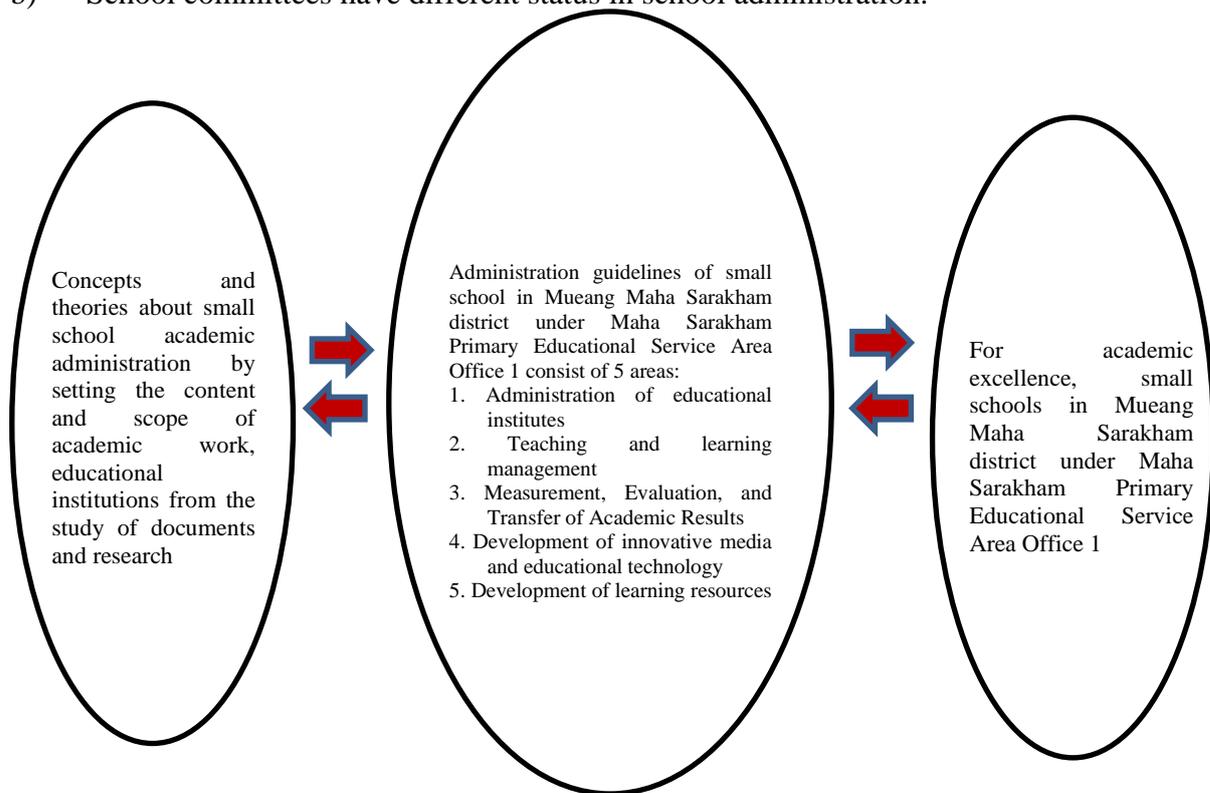


Figure 1. Research conceptual framework

2. Literature Review

2.1. Theoretical concepts related to academic administration in small schools.

Academic work is the main task of the school administration because academic work is related to the curriculum organization of educational programs, teaching and learning which are the key point of the school and related to school administrators and teachers which may be directly or indirectly related to the characteristic of the work.

2.1.1 Definition of academic administration

Academic administration refers to the administration of all activities within a school that are directly related to teachers and students. The school will meet the standard quality or not depends on the academic administration planning. To improve and develop better teaching and learning and the most effective for the students. The academic administration in educational institutions is therefore an important task of the educational institution which is the primary responsibility for teachers and the

key point. Thus, the school administrators and teachers must jointly fulfill the mission of educational institutions to achieve good results are depend on academic administration. More importantly, the academic work is related to all kinds of activities related to teaching and learning administration and encourage to achievement resulted in students have desirable qualities: good, smart, and joyful characteristic.

2.1.2 Importance of Academic Administration

The top priority for the educational administration is academic administration, which is the key of the administration of activities that will help develop, promote, and support effective teaching and learning administration. The most effective can remark that academic administration is the key of an educational institution as it affects the standards and quality of the school. To reach to the achievement, the school administrators and teachers must cooperate because the academic administration is an indicator for educational institution measurement to be successful or not. To create students with the quality, knowledge, good moral, and needed qualities in society, the academic administration will allow students can use it in life, achievement, knowledge, and comprehension, and school administrator's capacity.

2.1.3 Academic Administration Process

Academic administration is the key task. To reach to goal objectives the administrator must understand administration process from step-by-step for quality development the students. The academic administration process consists of Planning before implementation, Follow-up and evaluation both in the process and when it is finished. This is the responsibility of the school administrators to operate in a continuous and relational system.

2.1.4 Scope of academic administration

The scope of academic administration is an important work covering teaching and learning administration. This begins with the development of the curriculum for the local educational institution to suit the context of the educational institution, Teaching and learning process, Measurement and evaluation, Education transfer, Research to improve the quality of teaching and learning administration, Development of media technology, Learning resource development, Supervision administration, Education guidance, Quality assurance within and outside educational institutions, includes developing academic knowledge for students and cooperating with communities and institutions.

2.1.4.1 Educational curriculum administration

Educational institution curriculum development refers to the process of improving and changing the curriculum development. The development of the curriculum requires cooperation from the administrators, teachers, and the school directors board for discussion and clarification for build an understanding of educational institution curriculum development with principles, goals, structures and learning subjects in line with the core curriculum of basic education 2008 (B.E. 2551): revised version 2017 to correspond with school conditions, teachers, and the school committees to participate in revise, review, and provide curriculum materials to meet their needs. The school administrators encourage teachers to analyze course curriculums, provide counseling and guidance for teachers in the application of the curriculum, supporting teachers to develop themselves in the implementation of course curriculums such as training, seminar, and evaluation of the curriculum implementation in teaching and learning.

2.1.4.2 Teaching and learning management

Teaching and learning administration refers teaching and learning in educational institutions. Since writing lesson plans, Organizing classroom activities, The use Teaching with technology, Teaching and learning activities development, Moral and ethical promotion, Activity observation, Evaluation, to enables the students to learn in accordance with the principles, goals and structure of the educational institution curriculum to develop individual potential.

2.1.4.3 Measurement and evaluation and Course Transfer System

Measuring and evaluating and Transfer System are the part of educational institution activity that has been implemented to plan, measure and evaluate learning results in accordance with the learning objectives. Measuring and evaluating students' learning is based on two fundamental principles: assessment, to develop learners, and to judge academic performance. To develop the quality of learning for learners to be successful learners must be developed and assessed according to indicators to achieve the standard of learning. Reflect important performance and desirable characteristics of the students which is the primary goal in measuring and evaluating learning outcomes at all levels, whether in the classroom of school in educational districts areas and national areas in order to acknowledge the development of learners and to guide improvement in activities that do not meet requirements. Using principles for measuring and evaluating learning outcomes, determining methods, criteria for measuring and evaluating learning results, Reporting academic results, Documenting educational transcripts, and Transferring grades. The Measurement and Evaluation, Course Transfer System mean establishing criteria, setting methods and guidelines for evaluating, evaluating and comparing academic results for all stakeholders to know, establishing a measurement tool to response with the curriculum, school and educational standards, support and encourage teachers to use a variety of measurement methods through physical assessment, supervision and monitoring of academic performance assessments, and analysis the results to apply obtained results from the evaluation which result teaching and learning improvement as well as report the assessment results to relevant persons and compare the learning results with the guidelines from the Ministry of Education.

2.1.4.4 Development of innovative media and technology

Learning materials refer to everything that surrounds you, whether they are real materials, people, places, events or opinions, they are all learning materials. It depends on how we learn from it or bring such things into learning. Learning materials are not limited to textbooks only, learners and teachers can learn from all kinds of media which can be classified into 3 types as follows;

1. Printed media refers to books and various publications which shows or compiles various knowledge by written and printed letters as a medium of expressing meaning. There are many types of printed materials such as documents, textbooks, newspapers, magazines, journals, reports, etc.

2. Technological media means learning materials that are produced in conjunction with audiovisual materials. Or new technology tools and also includes processes. For technology implementation in learning processes such as the Internet for Distance education via satellite.

3. Other media besides the above two media types. There are also other media which promote learning that not less important than the mentioned media above which are:

a) **Person** refers to a person who has knowledge and abilities, expertise in various fields which can convey knowledge, ideas, and experiences to other people such as local wisdom, doctors, police, businessmen, etc.

b) **Nature and environment** refer to the inherent things and the environment of the learner, such as plants, vegetables, fruits, laboratory phenomena, etc.

c) **Activity and process** refers to an activity or process established by teachers and students to enhance learning experience. It is used to practice skills which require thinking process, practice, situation facing and applying knowledge of learners, such as role play, demonstration, exhibition, project, game, song and so on.

d) **Materials, tools, and equipment** mean materials that are fabricated for learning such as models, charts, maps, statistical tables, as well as tools and equipment that are necessary for performing various tasks such as science experiment equipment, technical tools, etc.

2.1.4.5 Development of learning resources

Learning resources is a place where students will learn and find answers to their interests. Learning resources are available in both schools and communities. Learning resources in

school are the classroom laboratories and the provided places in school can be considered a learning resource, as it available, such as study points, learning gardens, learning camp. Community learning resources are both natural and built such as religious site, public place, private place, educational institution, community career Institute as well as local wisdom in various fields. The schools can manage learning by linking ongoing activities during classroom learning in school and community. The learning resources are important as following reasons.

- a) Support teaching and learning in accordance with the curriculum and learning administration to the learning reformation guidelines.
- b) Support the organization and existing learning resources implication to create real learning value.
- c) Support the organization and development of learning activities consistent with local and systematically.
- d) Promote relationships between the school and the community.

2.2 Development of guidelines for academic administration in small schools

2.2.1 Administration of small schools in the country

Administration of small educational institutions under the Office of the Basic Education Commission. The Office of the Basic Education Commission (2019) has a primary mission in providing equal basic education. The curriculum is thoroughly and qualified according to the learning standards of the curriculum, thus every child on the school day can learn with quality and full potential in each person.

2.2.2 Small school administration plans

After the cabinet resolution to combine small schools under the Office of the Basic Education Commission (OBEC), the Ministry of Education (MOE), with a distance of less than 6 kilometers from the schools under the OBEC in the same district to be effective. Mr. Prasert Bunruang, Permanent Secretary for Education, signed an Order of the Office of the Permanent Secretary of Education No. 2472/2019 regarding the appointment committees to develop a small school administration plan as a whole of the Ministry of Education, according to the MOE announced the small school administration policy to have educational resources administration as well as manpower administration for maximum efficiency.

2.2.3 Problems of academic administration for small schools

As Office of the Basic Education Commission (2018) defines the small schools in the definition of the Office of the Basic Education Commission refers to the schools which has no more than 120 students, according to the Office of the Basic Education Commission (OBEC) in 2017, more than 100 small schools were dissolved due to the absence of students. Among more than 30,000 schools under OBEC, there are about 15,000 small schools with less than 120 children, or 50 percent of the total number of schools which all of these, are less than 40 students, approximately 1,000 schools.

3. Research methodology

3.1. Research Procedure

3.1.1 Questionnaire to study the problem of academic administration in small schools in Mueang Maha Sarakham district under the Office of Maha Sarakham Primary Educational Service Area 1. The research tool for part one was a questionnaire on the guidelines for academic administration in small schools in Mueang Maha Sarakham district under the Office of Maha Sarakham Primary Educational Service Area 1. The questionnaire was divided into 2 parts as follows.

Part 1: The basic information questionnaire for respondents. There is a type of check list on the information of the respondents.

Part 2: A questionnaire about the guidelines for academic administration of small schools, covering 5 areas, namely, curriculum administration, educational institutions., teaching and learning, measurement and evaluation, development of innovative media and technology, and development of learning resources. The respondents is consider how much of each academic administration guideline. The rating scale is determined in the form of Likert scale (Boonchom Srisaa-ard, 2010).

3.2. Population and Sample

The population in this study were school administrators and teachers in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, by classified population into 52 school administrators and 366 teachers, in total 418 persons.

Sample group were school administrators who choose a multi-step. This study employed the Krejcie & Morgan theory (Boonchom Srisaa-ard, 2010), the obtained sampling were 46 school administrators and 189 teachers, in total 235 persons.

3.3. Research Instruments

3.3.1 Questionnaire: the questionnaire was used to study the problem of academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1. The research instrument in part 1 was a questionnaire about the guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, the questionnaire was divided into 2 parts as follows.

Part 1: The basic information questionnaire for respondents. There is a type of check list on the information of the respondents.

Part 2: A questionnaire about the guidelines for academic administration of small schools, covering 5 areas, namely, curriculum administration, educational institutions., teaching and learning, measurement and evaluation, development of innovative media and technology, and development of learning resources. The respondents is consider how much of each academic administration guideline. The rating scale is determined in the form of 5 Likert scale (Boonchom Srisaa-ard, 2010).

3.4. Data Collection

3.4.1 Data collection: To study the conditions of academic administration in small schools under Maha Sarakham Primary Educational Service Area Office 1.

a) The researcher requests a letter from the College of Graduate Studies in Management, Sripatum University (Khon Kaen Campus) for permission of the school administrators under the Office of Maha Sarakham Primary Educational Service Area Office1, and data collection in part 1.

b) The researcher brought the questionnaire together with a request letter to collect data from

c) College of Graduate Studies in Management, Sripatum University (Khon Kaen Campus) by direct delivery to the sample group Using the Google Forms platform

d) The researcher self-directed the feedback questionnaire. Complete according to the specified sample

e) The researcher summarizes the collected data.

3.4.2 Interview: Conduct interviews with school administrators and teachers with best practice to analyze guidelines and propose guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1 from 3 schools.

3.5. Data analysis

The researcher analyzed the data divided into 2 parts as follows.

3.5.1. The personal data of the respondents were analyzed by means of frequencies and percentages and presented in a table with a description.

3.5.2. Analyze the data to find the level of academic administration guidelines in small schools under the Maha Sarakham Primary Educational Service Area Office 1 by finding the mean and standard deviation of the questionnaire and taking each aspect to analyze. The researcher used the criteria (Boonchom Srisaa-ard, 2002) as the criterion for interpretation as follows:

- Mean 4.51– 5.00 means that the problem in academic administration is at the highest level.
- Mean 3.51– 4.50 means that there is a high level of academic administration problem.
- Mean 2.51– 3.50 means that there is a moderate problem in academic administration.
- Mean 1.51–2.50 means that there is a low level of academic administration problem.
- Mean 1.00–1.50 means there is a problem in academic administration at the lowest level

3.6. Statistics used in research

3.6.1. Statistics used to verify the quality of research instruments

3.6.1.1 Calculated of the correspondence index between the Question and Content / Objectives of each question. The results of the expert's assessment will be calculated to content validation index.

3.6.1.2 Calculate reliability by calculating the alpha coefficient of Cronbach.

3.6.2. In this research, the following basic statistics were used.

- Frequency
- Percentage
- Mean
- Standard deviation

4. Study Results

Table 1 shows Mean and Standard Deviation of small school academic administration guidelines in Mueang Maha Sarakham district under the Office of Maha Sarakham Primary Educational Service Area 1 in overall.

Opinions from Dependent Variables	\bar{x}	S.D.	Rank
Educational Institutions Administration	4.56	0.38	Highest
Teaching and Learning Administration	4.52	0.28	Highest
Measurement, Evaluation, and Grades Transferring	4.38	0.31	High
Development of Media, Innovation, and Technology	4.15	0.25	High
Development of Learning Resources	4.18	0.27	High
Total	4.36	0.22	High

Table 1 shows that the school administrators and teachers at small schools about academic administration guideline in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1 in overall perspectives is at the high level, mean (\bar{x} =4.36). When consider in each aspects, the Educational Institutions Administration, mean (\bar{x} =4.56) at the highest level. In terms of Teaching and Learning Administration, mean (\bar{x} = 4.52) was the highest level. The Measurement, Evaluation, and Grade Transferring, mean (\bar{x} = 4.3) was at the high level, Development

of Media, Innovation, and Technology mean ($\bar{x} = 4.15$) was at a high level as well as Development of Learning Resources mean ($\bar{x} = 4.18$) was at a high level.

5. Conclusion

1. The study from guidelines in academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, administrators and teachers have guidelines for academic administration in small schools guideline in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1 in overall was at a high level. When considering each aspect, the Educational Institutions Administration Teaching and Learning Administration, Measurement, Evaluation, and Grades Transferring, Development of Media, Innovation, and Technology, and Development of Learning Resources, these may be guidelines to academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1.

2. Guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, the results are summarized in the first 3 sequences in each area.

2.1. Administration of educational institutions curriculum as follows:

2.1.1 The school uses the school curriculum to organize learning activities.

2.1.2 The school arrange meeting to plan academic administration to observe the curriculum and strategic plans as information for planning.

2.1.3 The school provides courses, educational institutions, teaching materials, and media for academic administration.

2.2. Instructional administrations follows:

2.2.1 The administrators encourage teachers to create a learning administration plan based on the subject and unit which focus on students.

2.2.2 The administrators involve teachers in teaching and learning planning.

2.2.3 Arrange additional teaching to help low-score students and students are as good-score students appropriately.

3. The Measurement, Evaluation, and Grade Transferring as follows.

3.1 The school has a system for transferring grades or knowledge and abilities, and experiences of students from other institutions or another form of education.

3.2 The schools provide training on assessment. Evaluate and build tools Measure results with a standard for teachers.

3.3 The school employ standardized quality evaluation tools.

4. Development of Media, Innovation, and Technology as follows.

4.1 There is a flawless plan for the development of educational technology innovation media.

4.2 Local materials are used to produce instructional media and local wisdom is used to participate in the production of teaching materials.

4.3 Follow-up and evaluation of the innovative educational technology implication continuously

5. Development of learning resources as follows.

5.1 The schools gather educational resources to develop learning resources continuously

5.2 The schools promote and supports teachers, students to use resources for continuous learning and development.

5.3 The school appoints a committee responsible for the development of learning resources continuously.

6. Discussion

Results of the study of academic administration guidelines in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1. The administrators and teachers have guidelines in academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, overall at a high level which may be guidelines to academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1. It may be caused the administrators and teachers in different roles and duties, but the need to develop educational institutes to ensure the quality of the learner to meet the standard of learning during the period with the same requirements. Therefore they must jointly develop the educational institution curriculum by investigating the condition, problem, requirements, analyze problems to suit local and community needs. Additionally, developing teachers to gain knowledge and understanding of the curriculum and to conduct curriculum and teaching activities with employ innovative media, learning resources, measure, evaluate and compare education transfer to develop the quality of students to have standards quality. When considering each aspects, the study discussion were follows.

1. Educational institutes administration

Educational institutes administration was at the highest level may be due to the preparation of the school curriculum, the school administrators must appoint committees to take responsibility and encourage teachers to have knowledge about the curriculum application. The course materials are prepared to use in the school curriculum to organize learning activities, Meeting of working groups for academic administration planning by studying curriculum, School and strategic plans as planning information, Provide courses, schools, teacher manuals, and media for academic administration accordingly. Sivaporn Lahanphet (2019) found that the results of the study of guidelines for improving academic administration in small schools including consistent curriculum development, Encourage teachers to exchange knowledge and prepare learning plans and develop various measuring and evaluation tools, Bring results of internal quality assurance to develop educational institutions, Encourage teachers to develop appropriate learning materials and innovations Based on the research results, educational institutes should prepare and develop curriculum in accordance with the school's vision, goals and mission, bring local wisdom or local community parents to participate in teaching and learning appropriately, Improve the information system in measurement and evaluation of teaching and learning, Encourages teachers to choose from a wide variety of local media and learning resources to increase teaching efficiency. Nirut Pridasak (2019) studied academic administration of small educational institutions in Kamphaeng Phet province under the Office of the Vocational Education Commission (OVEC). The study results revealed that the academic administration problems of small educational institutions in Kamphaeng Phet province under the Office of the Vocational Education Commission (OVEC). The general problems of academic administration was at moderate level, especially when considering each aspect, it was found that the most problematic area was departmental works, followed by curriculum development, Bilateral vocational education, Teaching materials, Academic services and libraries while the lowest problem is the measurement and evaluation works.

2. Teaching and learning administration

The teaching and learning administration was at the highest level. The study result shows that administrators and teachers have guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1. In teaching and learning administration at overall part was at the highest level may cause from the administrators encourage teachers to create a learning administration plan based on the subject and unit which focus on students teachers are involved in instruction planning and complement teaching

to assist the students. Paphawadee Phongam (2016) noted that in teaching and learning administration, including educational institutions, meeting and appointing teachers and related persons, creating operational calendars and supervision. The students are encouraged to participate in teaching and learning and provided opportunities to build their own knowledge and mutual understanding in group work. Teachers and students must have good interactions in problem solving, planning, making decisions, debating, and group discussions together. Similarly, Chuleekorn Nuannuch (2015) pointed out if student activities are too much, the students would have little time to study and not able to reach the learning objectives.

3. Measurement, Evaluation, and Grades Transferring

The Measurement, Evaluation, and Grades Transferring were at a high level shows that administrators and teachers have guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, the results were measured at high level might cause from the schools had a system for transferring grades or knowledge, abilities, experiences of students from other institutions or another form of education. To correspond with the evaluation, the schools provided a training course on The Measurement, Evaluation, and create standardized measurement tools for teachers and schools using standardized evaluation tools. Paphawadee Phongam (2016) noted that the measurement and evaluation including educational institutions, meeting and appointing teachers and persons involved in the preparation and development of measurement and evaluation tools to meet the standards, organize training to provide knowledge and organize a committee to supervise, monitor, and review the implementation of measurement and evaluation.

4. Development of innovative media and educational technology

The development of innovative media and educational technology is at a high level shows that administrators and teachers have guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1, the development of innovative media and educational technology at a high level. This may be from the schools had clear plans to develop innovative educational technology media, local materials were used to produce teaching materials and local wisdom was used to participate in teaching and learning materials production. The school administrators continued follow up and evaluate the innovative educational technology media implication. Chanika Nakkaew (2019) write that the school should set policies and plan together in preparing the curriculum, should organize training, meeting, seminars for teachers to have knowledge and understanding about organizing a learning experience. The measurement and evaluation, and the process of designing a measurement tool should provide up-to-date teaching materials, suitable and sufficient for teaching and learning, provide teachers with knowledge and ability to conduct classroom research, supervise action plan, and supervise calendar should be developed, the processes and methods of internal supervision with the participation of teachers, and should allow teachers to supervise themselves to exchange knowledge in teaching and learning administration.

5. Development of learning resources

Development of learning resources Show that administrators and teachers have guidelines for academic administration in small schools in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1. The Development of learning resources is at high level due to the schools gather educational resources to develop learning resources, teachers are encouraged and supported, students use resources for long-term learning and development, including, the school appoints a committee responsible for the development of learning resources. Paphawadee Phongam (2016) purpose that the development of learning resources such as educational institutions should cooperate with the community and related persons, select sources of learning in teaching and learning, and prepare curriculum for educational institutes to monitor and check operations.

7. Research Suggestions

7.1 Suggestions for the further research

- a) School administrators can employ research results to study and analyze in the academic administration work of the school.
- b) Teachers and school administrators have to know their roles and responsibilities to keep up with the changes of current educational administration system to operate efficiently.

7.2 Suggestions for the next research

- a) The study should be investigated the factors contributing to the academic administration of small educational institutions in Mueang Maha Sarakham district under Maha Sarakham Primary Educational Service Area Office 1.
- b) The study should find out the community needs participating in teaching and learning with local contexts.

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