

PROBLEMS AND SUGGESTED SOLUTIONS FOR THE DEVELOPMENT OF BASIC EDUCATION IN EDUCATIONAL REGION 11, THAILAND

ปัญหาและแนวทางการพัฒนาการศึกษาขั้นพื้นฐานในระบบ

โรงเรียนของเขตการศึกษา 11

บุญชม ศรีสะอาด

มนตรี อนันตรักษ์

สมนึก ภัททิยธนี

อรนุช ศรีสะอาด

สุทธิวรรณ พิรศักดิ์โสภณ

ฉลาด จันทรสุมบัติ

มณเฑียร พัวไปบุลย์

ABSTRACT

This research aimed to study problems and suggested solutions for the development of basic education in Educational Region 11. The data were collected from the sample of 1,831 educational personnel who responded to the questionnaires, 24 being seminar participants, 40 being interviewees from the provinces of Chaiyaphum, Nakhon Ratchasima, Buri Ram, Si Sa Ket and Surin. The instruments used consisted of questionnaires and interview forms developed by the researchers. The statistical approach for the analysis of data consisted of percentage, mean, standard deviation, one sample t-test, one-way analysis of variance, Scheff's multiple comparison, Kruskal-Wallis analysis of variance, and Dunn's multiple comparison.

The following results were obtained : Problems concerning teachers were that most teachers were in debt; there was a lack of teachers in some subject areas; there were unqualified teachers; the teachers were unable to develop the curriculum to meet the needs of the local community; they could not give effective teaching; they did not do their best and lacked continuous improvement. Problems concerning administrators were that the system of supervision within schools were ineffective; ineffective administration of academic affairs, lack of complete administrative authority; and administrators had economic problems. Problems concerning

students were that they did not pay attention in class; they had problems in their families; they lacked love and warmth from their guardians; their reading, writing and expression skills were below class standard; and they lacked self-discipline. Problems concerning curriculum and instruction were that the curriculum had too much details to study; teaching and learning were irrelevant to lesson plans; ineffective use of curriculum; curriculum unresponsive to the needs of the local community; learning objectives were unmet; the evaluation was incorrect; and curriculum was not fully supportive to the development of human potentiality. Problems concerning equipment, instructional media and learning facilities were that they were of low quality and inadequate such as library, laboratories, and materials for students' practice. Problems concerning community and environment were that there were some places for gambling and drug addiction schools were far away and did not get good cooperation from the community. Problems concerning supervisors were that they were unable to fulfil the supervision schedule; there were a small number of them, lack of updated information organizing, and lack of good techniques for follow-up supervision; and they were unsure of professional development. Problems concerning policy and plan were that the project of expanding educational opportunities had some barriers, namely the administrators did not follow the policy and project plan; and the national policy was unstable and often changed. Problems concerning school clusters were that there were insufficient staff for academic services; so they were unable to fulfil the roles and mission. Problems concerning the participation of people in the educational management were that people in the community took only a small part in educational development; school committee members seldom attended meetings and participated in school activities, and even if they did, they dare not express opinions; and there was a lack of learning network in the community.

บทคัดย่อ

การศึกษาปัญหาและแนวทางการพัฒนาการศึกษาขั้นพื้นฐานในระบบโรงเรียนของเขตการศึกษา 11 ซึ่งมีพื้นที่ครอบคลุม 5 จังหวัด คือ จังหวัดชัยภูมิ นครราชสีมา บุรีรัมย์ ศรีสะเกษ และสุรินทร์ โดยใช้เครื่องในการเก็บรวบรวมข้อมูล ได้แก่ แบบสอบถามแบบมาตราส่วนประมาณค่า (Rating scale) แบบตรวจสอบรายการ (Checklist) และแบบปลายเปิด (Open-ended) การประชุมสัมมนาระดมความคิด สัมภาษณ์อย่างไม่เป็นทางการและการสัมภาษณ์เจาะลึก กลุ่มตัวอย่างที่ตอบแบบสอบถามมีจำนวนทั้งสิ้น 1,831 คน เข้าร่วมประชุมสัมมนาระดมความคิดจำนวน 24 คน สัมภาษณ์อย่างไม่เป็นทางการ จำนวน 20 คน และสัมภาษณ์เจาะลึก จำนวน 20 คน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t แบบกลุ่มตัวอย่างเดี่ยว (One sample t-test) การวิเคราะห์ความแปรปรวนทางเดียว (One-way analysis of variance) การเปรียบเทียบรายคู่ตามวิธีของ Scheffe การวิเคราะห์ความแปรปรวนตามวิธีของ Kruskal-Wallis และการเปรียบเทียบรายคู่ตามวิธีของ Dunn ผลการศึกษาพบว่า ด้านครูผู้สอน มีปัญหาเรื่องครุมีหนี้สิน ขาดแคลนครูบางสาขาวิชา สอนไม่ตรงกับวิชาที่เรียนมา ไม่สามารถพัฒนาหลักสูตรตามความต้องการของท้องถิ่น ไม่สามารถสอนให้บรรลุเป้าหมายของหลักสูตร สอนไม่เต็มที่และไม่ได้รับการพัฒนาอย่างต่อเนื่อง ด้านผู้บริหาร มีปัญหาเรื่องไม่มีการนิเทศภายในที่เป็นระบบและมีประสิทธิภาพ ไม่บริหารงานวิชาการอย่างจริงจังไม่มีอำนาจในการบริหารอย่างสมบูรณ์และประสบปัญหาด้านเศรษฐกิจ ด้านนักเรียน มีปัญหาเรื่องไม่ตั้งใจเรียนอย่างจริงจัง มีปัญหาครอบครัว ขาดความรัก ความอบอุ่นจากผู้ปกครอง อ่าน เขียน และใช้ภาษาไทยได้ต่ำกว่าระดับชั้น และขาดระเบียบวินัยในตนเอง ด้านหลักสูตรและการเรียนการสอน มีปัญหาเรื่องหลักสูตรมีรายวิชาและเนื้อสาระมากเกินไป การเรียนการสอนไม่เป็นไปตามแผนการสอน หลักสูตรที่นำไปใช้ไม่บรรลุตามจุดมุ่งหมาย หลักสูตรไม่ตอบสนองความต้องการของท้องถิ่น การจัดการเรียนการสอนไม่เป็นไปตามจุดประสงค์ของการเรียนรู้ การดำเนินการวัดผลไม่เป็นไปตามหลักวิชาและหลักสูตรขาดศักยภาพในการพัฒนาคน ด้านอุปกรณ์ ขาดสื่อการเรียนการสอนและสิ่งอำนวยความสะดวก มีปัญหาเรื่องแหล่งเรียนรู้ที่จำเป็นของโรงเรียน เช่น ห้องสมุด ห้องปฏิบัติการต่าง ๆ มีไม่เพียงพอและไม่ได้มาตรฐาน ขาดแคลนวัสดุฝึก อุปกรณ์ สื่อการเรียนการสอน และมีคุณภาพต่ำกว่ามาตรฐาน ด้านชุมชนและสิ่งแวดล้อม มีปัญหาเรื่องแหล่งอบายมุข การพนัน ยาเสพติด โรงเรียนห่างไกลชุมชน และชุมชนให้ความร่วมมือกับโรงเรียนน้อย ด้านศึกษานิเทศก์ มีปัญหาเกี่ยวกับไม่สามารถนิเทศได้ตามแผนหรือปฏิทินการนิเทศ จำนวนศึกษานิเทศก์ไม่เพียงพอ ขาดการจัดเก็บข้อมูลที่เป็นปัจจุบันและเป็นระบบทำให้ไม่สามารถใช้ข้อมูลได้ตามที่ต้องการ ขาดเทคนิคการนิเทศและการติดตามที่ดี มีปัญหาด้านความก้าวหน้าทางวิชาชีพ ด้านนโยบายและแผน มีปัญหาเกี่ยวกับการ

ดำเนินงานของโครงการขยายโอกาสทางการศึกษาเนื่องจากผู้บริหารไม่ตระหนักถึงการดำเนินงานตามแผน โครงการและนโยบายที่วางไว้ และนโยบายไม่ต่อเนื่องกัน ด้านกลุ่มโรงเรียน มีปัญหาเกี่ยวกับการขาดแคลนบุคลากรที่ให้บริการด้านวิชาการ ไม่สามารถปฏิบัติตามบทบาทหน้าที่และภารกิจให้บรรลุตามวัตถุประสงค์ที่วางไว้ ด้านการมีส่วนร่วมของประชาชน ประชาชนมีส่วนร่วมในการจัดการศึกษาน้อยมาก กรรมการโรงเรียนไม่มาร่วมประชุมและร่วมกิจกรรมของโรงเรียน ไม่กล้าแสดงความคิดเห็นและขาดเครือข่ายการเรียนรู้ในชุมชน

INTRODUCTION

Basic education is the most important education for people of all ages. The main objectives of basic education are to provide opportunities for all to learn and to understand general knowledge useful for their lives in the changing society; to instill in them the eagerness to learn, the skills in acquiring knowledge and understanding about themselves, the care to conserve the natural environment, religion, arts and culture; to enable them to work well with others and survive in the changing society so that they can lead good lives and being valuable members of the society. The management of basic education in the past, particularly at primary level in the Northeast of Thailand, encountered difficulties to meet the curriculum goal and objectives. The outcome of basic education in the Northeast is still considered short of the curriculum goal and main objectives. Educational Region 11 is one of the 3 educational regions in the Northeast of Thailand. It is the desire of the researchers to ascertain and examine the problems of basic education in Educational Region 11 perceived by educational officers and related personnel since there has been no significant study of basic education problems in this region. The study also identified suggested solutions for effective development of basic education in the region.

METHODOLOGY

Sample

The sample for this study consisted of 1,831 educational personnel who responded to the questionnaires, 24 seminar participants, and 40 interviewees in Educational Region 11.

Instruments

The instruments for collecting the data were questionnaires and interview forms developed by the researchers. The first questionnaire consisted of rating scale questions on problems and checklist questions on causes of the problems and the solutions to those problems. The second questionnaire was designed for seminar participants to discuss the research findings and give their viewpoints on those issues and their resolutions. The interview forms were also used to collect additional information and data from several people and educational officers in the local community.

Statistics

The responses were entered and analyzed by using the Statistical Package for Social Sciences (SPSS for Windows-Standard Version). The statistical approach employed in the analysis of data consisted of percentage, mean, standard deviation, one sample t-test, one-way analysis of variance, Scheffe' multiple comparison, Kruskal-Wallis analysis of variance, and Dunn multiple comparison. A descriptive approach was also used to categorize, rank order, and describe open-ended responses from the questionnaires and interview.

RESULTS

The results of this study can be divided into 3 parts: a) problems of basic education in Educational Region 11; b) opinions towards those problems among administrators from offices of primary education, school supervisors, school administrators, school administrators, and school teachers; and c) suggested solutions for basic education development.

a) Problems of basic education in Educational Region 11

Problems concerning teachers:

Teachers were in debt. The teachers in some subject areas were insufficient. Some teachers were unqualified. Teachers were unable to develop curriculum responsive to local community needs. Many teachers did not do their best in teaching, did not continually improve their knowledge and skills and the teaching was ineffective. Some teachers lived far from the school.

Problems concerning administrators:

The administration of academic affairs was not strong. The local administrators lacked complete administrative authority and responsibilities. Some administrators were in heavy debt. Some took advantage from their position.

Problems concerning students:

Many students did not pay attention to their classroom learning and lacked self-discipline. Their reading and writing skills were below class standards. Some had problems in their families.

Problems concerning curriculum and instruction:

The curriculum contained too many topics and details to study. The curriculum was unresponsive to the needs of local communities and not fully supportive to the development of human potentiality. Some learning objectives were not achieved. The practice of teaching and learning went different from the lesson plans.

Problems concerning equipment, instructional media, and facilities:

Learning materials were insufficient for students and teachers. The learning materials and teaching aids arrived too late. Learning facilities such as libraries or laboratories were insufficient and did not meet standard. The budget allocated to purchase equipment, instructional media and learning facilities was modest and insufficient.

Problems concerning community and environment:

There were gambling activities in some communities. Many schools were far away from the village and hard to get good cooperation from the community.

Problems concerning school supervisors:

Supervisors were unable to do their supervision as planned. The responsibilities outnumbered the supervisors. It was quite difficult for the supervisors to access current information since the data were not updated. The follow-up supervision was not appropriate. The supervisors did not get promotion in terms of professional development. They lacked good knowledge and ability to analyze, conduct research, and give insightful supervision to teachers. They did not frequently visit or supervise the teachers due to insufficient budget and they had some other jobs to do as well. The follow-up supervision was unsuccessful and the supervision was not continuous.

Problems concerning policy and plan:

The project of expanding educational opportunity had some problems and delay. The schools were unable to follow the policy and the local administrators did not have a complete administrative authority in terms of using the budget for purchasing and creating their work. The policy was not continuous and even conflicted with the real situation.

Problems concerning school clusters:

There was insufficient staff for academic services. The school clusters were unable to fulfil the role and mission of the school. They were not clear about their roles and did not have complete authority in their administration. The committee members of the school clusters needed more knowledge and ability to do their jobs.

Problems concerning the participation of people in the community and educational management in the schools:

The participation of people from the community was weak. This was because people thought that it was the duty of the schools and they were not confident enough to join. They also

thought that they had little knowledge and understanding about educational system. Some people were poor and busy. The schools were also not serious about their participation.

Problems concerning school committee performance:

The school committee members did not attend the meeting and participate in school activities because they were busy with their career work and did not understand their responsibilities. Some committee members dared not express their ideas and opinions. School administrators themselves did not care to get their participation.

Problems concerning network of learning in the community:

The main source of learning was the school. Unfortunately, people and students in the community were not eager to read and learn. There was no coordinator, budget, and modern equipment for creating learning network in the community.

Problems concerning mass media:

The frequency of local newspapers was irregular. There were lots of news and entertainment stories in the newspapers but there were only few useful academic articles and information on occupation and health for people in the community.

Other problems:

The roads that led to some schools were muddy, especially in the rainy season. The students' muddy shoes caused dirtiness on classroom floors and buildings.

b) Comparisons of opinions towards those problems among administrators from offices of primary education, school supervisors, school administrators, and school teachers

The school supervisors had different opinions toward problems from the other groups. There were 3 areas of problems that school supervisors rated higher than the other groups: 1) problems concerning teachers; 2) problems concerning administrators; and 3) problems concerning supervisors. The school supervisors rated 2 areas of problems higher than the school administrators and school teachers did. Those were the problems concerning policy and plan, and the problems concerning school clusters. The area of problems concerning students was rated higher by school supervisors than administrators from offices of primary education. The area of problems concerning curriculum and instruction was rated higher by school supervisors and administrators from offices of primary education than by school administrators and school teachers.

No significantly different opinion was found among administrators from offices of primary education, school supervisors, school administrators, and school teachers on problems concerning equipment, instructional media, and facilities, and problems concerning community and environment.

c) Suggested solutions for basic education development

Many suggested solutions for the development of basic education in Educational Region 11 were gained from the study and included in the full report. Some parts of interesting solutions were presented in the application section of this summary.

RECOMMENDATIONS

Recommendation for future research

The data of this study were collected before the National Education Act of B.E. 2542, 1999) was passed and now it is effective and includes important measures for improving the educational system. Therefore, similar research studies should be conducted in the next 5 years to find out educational problems and the strength and weakness of the National Education Act of B.E. 2542 (1999).

Recommendation for future research on topics concerning the development of education

Topics about teachers: 1) analysis of factors which affect the teachers' performance of effective teaching in primary schools; 2) the teaching behaviors or characteristics of outstanding teachers in each subject area and class level; 3) development of the efficiency of primary school teachers.

Topics about administrators: 1) a model of effective administration for each different school size; 2) a model of personnel development in primary schools; 3) a model of professional development for primary school administrators.

Topics about students: 1) causes affecting students' learning in different class levels; 2) behaviors of students' learning that affects their personality development; 3) a model of building students' self-discipline.

Topics about curriculum and instruction: 1) development of local curriculum; 2) curriculum development of effective thinking, doing and problem solving; 3) curriculum development of local wisdom; 4) curriculum assessment; 5) development of learning and teaching model for proficiency reading and writing; 6) development of student-center learning model.

Topics about equipment, educational media, and facilities: 1) guidelines for student per head based budget allocation; 2) developing effective teaching and learning media for each subject; 3) developing teaching media using innovation or modern technology.

Topics about community and environment: 1) roles of district organizations for local administration concerning education; 2) study of the environment which supports educational

development; 3) model of operation of the school in order to develop quality of community and environment.

A topic about school supervisors: the development a model of effective supervision within the school.

Topics about school clusters: 1) guidelines for developing academic cooperation of school clusters; 2) a model of effective school clusters; 3) a model of running school clusters which affects the development of educational quality

APPLICATION

The following suggestions were presented for consideration of future immediate practice in the schools. The practice needed the cooperation from other organizations, and policy implication and action plans were presented in the full text of the report.

Regarding teachers: 1) the school administrators should regularly supervise teaching to enhance student education and teacher development; 2) they should focus on academic affairs, do justice to teachers, and act as a good example; 3) they should promote teachers to do their best in teaching focusing on student-centered learning; 4) they should value and utilize local wisdom to support teaching and learning; and 5) the teachers should develop the value of spending money wisely.

Regarding administrators: 1) the merit system of selecting administrators should be properly improved and developed; 2) administrators should distribute the results or data on performance assessment; 3) the value of effective spending should be developed; and 4) the application of self-sufficient economy should be promoted to be in practice.

Regarding students: 1) teachers should have a variety of study activities for students; 2) students should be motivated or inspired to learn actively and meaningfully by inviting outstanding successful persons to meet them; 3) students should be promoted to get self-discovery learning; 4) teachers should seriously improve their teaching methods and evaluation to enhance students' application of knowledge gained; 5) students should be provided with opportunities to enhance their desirable abilities and skills by joining activities of the schools.

Regarding curriculum and instruction: 1) teachers are aware of local materials and resources to be used in classroom teaching; 2) development of item bank in various subjects should be carried out; 3) teachers should be encouraged to use teaching aids or media to enhance student experiences; and 4) the curriculum application should be seriously investigated and assessed.

Regarding equipment, teaching media, and facilities: teachers should be encouraged to make their own necessary teaching and learning media from local materials.

Regarding community and environment: 1) students' activities on playing sports and games should be promoted; 2) there should be management to have a good system of public goods and health in the schools; 3) encourage the people in the community should be encouraged to participate in school development.

Regarding school supervisors: 1) a proper and clear-cut job description, roles and responsibilities of supervisors should be created; 2) supervisors should be encouraged to work to their full potentiality by closely supervising and encouraging; and 3) professional development of school supervisor career path should be promoted and enhanced.

CONCLUSION

This research study was designed to examine problems of basic education and suggested solutions for the development of basic education in Educational Region 11. Findings of the research were concluded as follows.

1. Problems of basic education in Educational Region 11 fell into the following categories as concerning to: teachers; administrators; students; curriculum and instruction; equipment, instructional media, and facilities; community and environment; school supervisors; policy and plan; school clusters; participation of people from the community and educational management in schools; school committee performance; net work of learning in the community; mass media; and transportation.

2. Comparisons of opinions towards problems of basic education in Educational Region 11 among administrators from offices of primary education, school supervisors, school administrator, and school teachers were found that the school supervisors had different opinions toward problems from the other groups. The problems that school supervisors rated higher than the other group were problems concerning teachers, problems concerning administrators, and problems concerning supervisors. No significantly different opinion was found among administrators from offices of primary education, school supervisors, school administrators, and school teachers on problems concerning equipment, instructional media, and facilities; and problems concerning community and environment.

3. Many suggested solutions for the development of basic education in Educational Region 11 were gained from the study and included in the full research report. Some parts of interesting solutions were presented in the application section of this article.

ACKNOWLEDGEMENTS

The completion of this research required the assistance, cooperation, and support of people from many organizations. The researchers wish to express their gratitude to the National Research Council of Thailand for the financial support of this research study. The researchers are grateful to the secretary general of the Office of National Primary Education Council for his permission for collecting the data of this study. A special debt of gratitude is also due to the director and deputy director of the Office of Development Education, Religious, and Culture Affairs, Educational Region 11 for their assistance and providing venue and facilities for a group seminar and review on problems and suggested solutions.

The researchers would like to thank the president of Mahasarakham University for his encouragement. Thanks to the vice-president for research affairs of Mahasarakham for her counsel. Thanks to Dr. Sampan Punpruek, Miss Inthira Sahee, and Mrs.Chalermisri Rithaphai for their kind assistance in making instrument and participating in the seminar discussion.

Appreciation is expressed to directors of Changwat Primary Education Offices in Educational Region 11 for their cooperation and support in collection the data. Special thanks to all administrators from offices of primary education, school supervisors, school administrators, school teachers, and related persons for their responses to the questionnaires and seminar discussion. Thanks also to graduated students of Mahasarakham University who assisted us in data collection.