THE DEVELOPMENT OF A COMPETENCY DEVELOPMENT SYSTEM OF BASIC EDUCATION INSTITUTION PRINCIPALS

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Abstract: The purpose of this research was to study the development of a competency development system of basic education institution principals using a descriptive research method. The idea behind this research included the concept of the system, the system development concept, and the competency development concept. The collected data evolved around status, problems and conditions that a competency development system should entail. Data was collected by interviewing people involved with system development and using questionnaires asking for basic education institution principals' opinions. The result was used to design a new system. The new system was reviewed by experts and such data was analyzed by using descriptive statistics, measuring frequencies, mean, percentage, and standard deviation.

According to the study, it can be concluded that the competency development system for basic education institution principals consists of five components, which are:

1. Internal factors, which are as follows; competency development strategies, personnel purposes involved in the development and the budget used in the development.

2. Procedural factors are as follows: preparation, pre-assessment, development procedure and post-assessment.

3. Productivity factors which are as follows; report of the development.

4. Data input factors which are as follows; analysis of the development.

5. Environmental surroundings relating to development factors, as follows: economics, technological, social and political.

The system development examined result by the experts has shown that the average value was 4.16 and the standard deviation was 0.37

Preface

Both governmental and private organizations have currently accepted that human resources are playing an important role in helping such organizations to develop and achieve targeted goals. Thus, internal development of human resources is extremely important for improving the work, personnel and the organization. The strategies to develop human resources in the organizations in the government sector have targeted the organization itself and the executives (Office of education Council, 2547: 9-10) Competency is a characteristic, which makes the work effective and evaluable. In developing and targeting one's work in leading organizations, competency is used as a development tool. (Office of education Council, 2547: 38-39)

Educational reform gives its weight behind the reform of teachers and educational personnel who are the heart of improving and promoting the quality of education. According to Article 52 of the National Education Act B.E. 2542 and the Amendment (No 2) of National Education Act B.E. 2545, it states that there shall be a measure to improve the standard of teaching professions, teachers and other educational personnel. Similarly, position standard and standard for teachers in civil service and educational personnel are also relevant. Moreover, according to article 42 of the standard for teachers in civil service and educational personnel Act B.E. 2547, it states that Office of Teachers civil service and educational personnel commission shall create a position standard and standard for teachers in civil service and educational personnel. This is to support the assessment and a promotion in position standard.

According to title 6 (standard and educational quality assurance) of the National Education Act B.E. 2542 and the Amendment (No 2) of National Education Act B.E. 2545, article 48 and 49 state that: the origin organization and educational institutions shall set up a system which assures the internal educational quality; and prepares for an

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external quality assessment by the Office for National Education Standards and Quality Assessment (ONESQA). In such evaluation, education principals are one of the factors, which are to be assessed. Thus, the development of education principals to prepare for an evaluation is one of the reasons why the principals have to improve continuously. In addition, changes including government policies and the result of basic education institutions are not as good as they should be. The students' academic achievement rate was lower than the standard set by the Office of education Council (Office of education Council, 2547: 25). To make matters worse, according to the result of first external assessment (B. E. 2544-2548), it was found that 65 per cent of the basic education institutions were lower than the standard set yet the evaluation of the principals failed to reach the standard. The assessments which the basic education institutions failed to reach the standard were; the academic management which promotes activities, teaching method which mainly aims at students, suitable curriculums for students and locals and teaching tools which promotes knowledge development (the Office for National Education Standards and Quality Assessment (ONESQA, B. E. 2549: 12-13). According to the suggestion given by สมศ. In order to change the basic education institutions to reach the standard, one of the factors to change is to ensure that the teachers, teaching professions, and other educational personnel development institute will have to speed up its teacher reform. Moreover, it is vital to develop the principals to be in line with the educational reform and the current reform in the government sector

Nonetheless, since there are few studies on the development of a competency development system of basic education institution principals while the problems mentioned remain, the researcher decided to study on such issue. The study is aim to improve the development system which can effectively improve the principals of basic education institutions in the future.

The Purpose of This Study
To develop a competency development system of basic education institution principals

Questions in This Research Study
1. What is the current competency development system of basic education institution principals?
2. What are the problems in competency development system of basic education institution principals? Moreover, what are the solutions to such problems?
3. What should be the characteristics of a suitable and possibly effective competency development system of basic education institution principals?

Research Study Method
This study used descriptive research method, which can be divided into four steps as follows:
Step 1: setting up of the concept of this research study

This was to analyze the concept of competency, competency development of the principals of basic education institutions, the concept involving system and system development. This was done by doing a research on academic books, past research studies and relevant academic articles. The study was divided into sub-sections as follows:

The concept of the system: the researcher studied the concept and past research studies on the definition and factors of a system by Nutnipa Cooparat (2523) Sanan-jit Sukonthasab (2530) Bertalanffy (1968) Couger and Kuapp (1974) Smith (1982) and Lunenburg and Ormstein (1996) while using the concept of factors of a system by Schoderbek and others (1990) as a mean to set up factors of the system of competency development of principals' basic education institutions. These factors are 1) Input 2) Process 3) Output 4) Feedback 5) Environment

The concept of the system development: the researcher used the concept and relevant research studies on system development by Edwards (1985) Kendall and Kendall (1988) Wittaya Koovirat (2539) Chalermchai Harnkla (2545) Pongtep Jiraro (2546) as parts of the study as follows; 1) analysis system 2) design system 3) inspection system

The concept involved the competency development of basic education principals system: the researcher studied academic documents, concept and relevant research studies on the development of human resources by Dessler (2003), Supachai Yawaprapad (2548), National Institute for Development of teachers, Faculty staff and educational personnel (NIDTEP), and policies and strategies of relevant organizations. These were used to set up the main concept of the system of competency development of basic education principals. Such main factors were; 1) concept 2) purposes 3) personnel 4) budget 5) preparation for development 6) pre- assessment 7) development process 8) assessment of the process 9) report of the development 10) process analysis 11) environment of the development

The method used to collect the study data was a document analysis, which the researcher instructed. Such method was made in order to study, analyze the documents and use the conclusion from the study to be the concept of this research study. Relevant collected data from university libraries, the national library, internet database and relevant organizations were used to study, analyze, make a conclusion and make an analytical analysis of the instructed data. Similarly, in this study, it used the data analysis method to make an important conclusion, to separate the data, and to arrange such data in accordance with the concept of the study.

Step 2: analysis of the competency development system of basic education institution principals

This step can be divided into two sub-steps as follows; 1) study and analyze the current competency development system of basic education institution principals and study the current circumstances, obstacles and 2) the appropriate competency development system of basic education institution principals. According to factors

of the system used as the concept of this research study, there were structural interviews. Ten relevant individuals involved in the competency development system of basic education institution principals were interviewed while the questionnaires and evaluation tests were composed of 5 levels. Such questionnaires and tests were used to ask for principals' views on the current circumstances, problems and the appropriate competency development system of basic education institution principals. A sample of principals was randomly selected by using multi-stage sampling whereby 380 people were selected. The researcher also found the frequency spread and percentage for multi-stage samplings whilst mean Standard Deviation (S. D) were found by using a computer program.

Step 3: Design of the system of competency development of basic institution principals

In this step, the researcher used the result of the study to set up the study concept, to analyze and to conclude the data. It can be divided into 2 sub-steps as follows: 1) designing factors and appropriate characteristics of the system of competency development of basic education principals and 2) making a drafted system of competency development of basic education principals, which is ready to be examined by qualified persons. The researcher also presented the drafted detailed system and evaluation tests to supervisors to consider in terms of its appropriateness and adjustment for improvement.

Step 4: evaluation of the competency development system of basic education institution principals

In this step, the researcher studied the appropriateness of the drafted system mentioned in step 3. It can be divided into two sub-steps as follows:

1) Studying the appropriateness of the drafted system by asking opinions of qualified persons who were expertise in personnel and educational management
2) Using the views of qualified persons to develop the drafted system and to improve the appropriateness and possibility of such system. The outcome is the system of competency development system of basic education institution principals, which passes the appropriateness, and possibility of the system.

The data used in this system came from two groups: 1) personnel management academics and 2) educational management academics. The standard used for selecting qualified persons to examine the appropriateness of the system was a specific selective method. This was presented to supervisors. The sample group consisted of 15 people. The tool used for gathering the opinions of qualified persons to examine the appropriateness of the drafted system was the evaluation test for competency development of basic institution principals system instructed by the researcher. The test was composed of the evaluation questionnaire of 5 levels and open-ended questions for qualified persons to give suggestions.

The data analysis from the evaluation of competency development of basic institution principals

system was designed by using evaluation questionnaires i.e. finding mean and standard deviation (S. D.).

In addition, the researcher analyzed the evaluation of competency development of basic institution principals system by using the programmed computer while the data from open-ended questions was analyzed by using the data, conclusion and factors set up in the system.

Result of the Research Study

In respect of the competency development of basic education principals, it was found that: The current system of competency development of basic education principals. According to the interviews and questionnaires on opinion of the principals, it was found that the current system of competency development of basic education principals was good. Obstacles and solutions to improve the system of competency development of basic education principals

It was found that the problem of such system was that the concept and the operation were not in line with each other. The concept did not lead to the development. There was a lack of cooperation in setting up the strategies while the strategies were too broad and failed to suit the intuitions' needs. To make matters worse, there was a lack of connection between the strategic policies and practices whilst the development method of teaching professions was old-fashioned. The personnel in the organizations were lack of clarity in terms of competency development. Other problems were as follows; limited government budget and ineffective use of the budget, lack of cooperation in designing curriculums, lack of necessary continuous assessment, incorrect and incomplete report, lack of systematic development, lack of positive attitude towards development and techniques and lack of encouragement means.

Solutions which development institutes should do are as follows; setting up and analyzing an appropriate and possible development concept, coordinating the concept with the strategies to be in line with the needs of the educational institutions, distributing sufficient government fund, applying individual fund, analyzing systematically, setting up a principals' competency assessment test and using the result of such test as a data for developing the competency. In addition, there should be a pre-assessment, an encouragement measure, a variety of development patterns, a continuous evaluation and a correct and clear report form. Moreover, there should be a systematic analysis of development and use such analysis to increase the effectiveness of the operation and setting up rules or regulations, which support the development. A suitable competency development system of basic education institution principals

The systems that the researcher has developed and been examined by qualified persons consist of 5 factors as follows:

1. Input factors:

1.1 The concept of competency development- this is based on a systematic and continuous concept, adult learning concept, idea integration, theories from various

subjects, cooperation, and outcome focused concept, strategic plans and based on competency concept.

1.2 Purpose of competency development. To improve the competency of basic education institution principals while they are working.

1.3 Personnel involved in competency development. Types of people who are involved in competency development:

1) People who are in the development unit- this is based on their educational degrees, working experiences, expertise, fame, acceptance within the academic circle, skills and characteristics.

2) People who are in the development program – this is based on their qualifications specified in regulations and laws, needs, working experiences, working assessment, skills, characteristics, salary level and length of working period.

A duty to set up duties and responsibilities of personnel in the development unit belongs to administrative section, seminar and development section, audiovisual aid section, location section, budget section and follow-up and evaluation section.

1.4 Budgets spent on the competency development. Different kinds of funds can be divided into government fund, personal fund and funds from external organizations. Budget can be divided into categories as follows; compensation, general expenses, material expenses, salary, transportation expenses and facility expenses. There should also be a cooperative procedure when it comes to distributing the budget sufficiently, managing the budget effectively, and budget control and budget inspection.

2. Process factors

2.1 preparations for competency development

2.1.1 The development unit set up development strategies. Strategy 1 developing the basic education institution principals to reach the quality standard Process:

1) Education Service Area Office should set up a plan for basic education institution principals and annual operation in accordance with the teacher and educational personnel strategic plan by Office of the Basic Education Commission should target the time to develop individuals at no less than 10 days per person per year.

2) There should be a speeding up process in terms of the development of basic education institution principals to reach the position, academic position standards including main and specialized performance.

3) To develop basic education institution principals especially executive leadership. There should also be an education with local integration, relevant work, paradigm work, culture and norms. This is to be in line with the changing environments both economic and social environments.

4) To support, pay honorable respect, and encourage education institution principals who have done distinguished work

2.1.2 There should be a main competency analysis and an expertise analysis on executives.

2.1.3 There should be cooperation in setting up and analyzing the main competency analysis and the expertise analysis on principals. In addition, there should also be a brainstorming of academics, a study of academic articles and relevant research studies in Thailand and abroad, interviews of relevant people, a drafted competency development plan, a referendum, a research study on the appropriateness and possibility of the principals' competency. Main competency of principals consists of outcomes, good services, self-improvement, teamwork, morals of the principals. Expertise competency of principals consists of analysis and research studies, communications and encouragement, individual efficiency and positive perspectives.

2.2 Pre- assessment prior to the competency development process: the development unit should set up the standard for evaluating the competency of basic education institutions principals. Such evaluation should be a 360-degree evaluation and the unit should analyze the needs for development.

2.3 Competency development process: the development unit should set up a committee to distribute clear responsibilities and arrange appropriate curriculums that are needed for developing personnel. The unit should also use high technological media and tools set up by the strategic plan.

2.4 Assessment of the competency development process: there should be a standard set up and evaluation tools such as curriculums, personnel, media, materials, budget, time for development and the satisfaction level of people who are in the development program.

3. Output factors – a report on the competency development

3.1.1 The development unit should produce a report on strategic development plans:

Quantitative report: this includes the percentage of basic education institution principals who passed the development plan and the percentage of basic education institution principals who received an honorable respect and acceptance from the society.

Qualitative report: this includes the level of success of basic education institution principals after the competency development.

3.1.2 Those that passed the development program can use the reports when considering their promotion, annual operation report and educational institution assessment. In addition, such reports can be used in cooperation with future development plans.

4. Feedback factors- a analysis of competency development: the development unit should analyze the

development process, use such analysis to improve the work and produce research studies.

5. Environment factors- these are economic, technological, social and political environments.

Suggestions

The author got the following suggestions:

1. Policy suggestions

1.1 According to the study, it was found out that the e effectiveness development of basic education principals depends on a number of principles and one of those principles is the systematic and the continuity principle in which the government should support improvement by setting out plans and various means to develop professionally. Moreover, it should push forward this to be one of the main government policies.

1.2 It was found that problems of effectiveness development budgeting were as follows: a limited budget, a miss-the-target use of the budget and a government support for depth study on cost per unit and on effectiveness development of basic education principals.

2. Suggestions on implementing the system of effectiveness development of basic education principals

2.1 According to the study, it was found that the system of effectiveness development of basic education principals composed of three steps as follows: system analysis, system design and system inspection. These are to improve the system to be more effective while the relevant organizations should use such system in their initial projects.

2.2 It was found that the relevant organizations could use the current data and problems on the current system of effectiveness development of basic education principals as a data to improve the effectiveness development of basic education principals.

3. Suggestions for future research study

3.1 According to the study, it was found that the system of effectiveness development of basic education principals were composed of three steps as follows: system analysis, system design and system inspection. These are to improve the system to be more effective while the relevant organizations should use such system in their initial projects.

3.2 It was found that the current data and problems on the current system of effectiveness development of basic education principals could be divided into small components. Hence, there should be research studies on the system development of the system of effectiveness development of basic education principals by dividing it into segments or com.

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