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PARTICIPATION OF TEACHERS IN THE ADMINISTRATION OF EDUCATIONAL INSTITUTION ADMINISTRATORS

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Abstract

The objectives of this research were 1) to study the level of teachers' participation in the educational administration and 2) to compare teachers' participation in the educational administration according to the assessment of teachers, classified by education level and work experience. A sample consisted of 165 teachers in academic institutions under the Taling Chan District Office in Bangkok, Thailand. The data collected from the questionnaire were then analyzed using descriptive statistics, consisting of percentage, mean, and standard deviation, and t-test. The research results showed as follows: 1) The level of teachers' participation in the educational administration included four aspects: participation in decision-making, participation in operations, participation in responsibility and receiving benefits, and participation in evaluation. All aspects are at a high level. 2) The level of participation of teachers in the educational administration, according to the assessment of teachers classified by education level was different. In contrast, when classified by work experience, it was found that teachers' participation in educational administration levels were not different.

Keywords: Teachers' Participation, Educational Administration, Educational Institution Administrator, Education Level, Work Experience

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Introduction

Regarding education, administrators were key players in effective educational management and providing activities. Viphoouparakhot (2019) pointed out that the leadership of basic school administrators affects the creative school management of schools because they are the ones with the authority to make decisions, plan, supervise, and assign work under supervision to achieve objectives. In this changing era, administrators must exercise leadership in managing student care and support systems. Viphoouparakhot (2021b) mentioned the key success for school administrators in enhancing the ability of change management to increase school administrative efficiency and in an appropriate manner consistent with the role of good administrators to affect the success of student affairs management, student care, and the support system clearly in school because administrators will have the ability to influence and persuade people to work as desired (Boonrod & Thongphubate, 2023) to develop effectiveness in educational administration. The most important aspect of school effectiveness management for administrators is enhancing the teachers' participation in educational administration at every level, including policymaking, implementation, and activity levels, with participation in decision-making, teamwork, knowledge sharing, and learning communities. School administrators are leaders in the administration for enhancing teachers' participation and working in collaboration with the team to drive forward to promote, support, and empower students within and outside of school to develop the operations of the school (Suthiyam, 2023). Teachers' participation in the school focuses on teamwork between administrators, teachers, and educational personnel working together to achieve goals, in line with the concept of Sathit & Yimwilai (2023), which pointed out that participation management is a process in which team members participate in the performance of tasks, including expressing opinions, making decisions, taking responsibility, and event planning, as well as evaluating results using creativity and expertise in operations. The main emphasis is on the importance of participation management, which provides opportunities for teacher participation with administrators (Ratchapaew & Usaho, 2023). It is an opportunity for administrators to give teachers opportunities to participate in planning, making decisions, and creating an understanding of operations. Challenging teachers to create and think leads to effective decision-making. Especially teachers and educational personnel brainstorm and discuss together (Zheng et al., 2019) to get good ideas together, including communication and knowledge sharing. Dialogue is based on teachers' experience of working together to build a good relationship (Jitbanjong & Roodkhuan, 2021). The purpose of this research was to study teachers' participation in the administration of school administrators under the Taling Chan District Office in Bangkok, Thailand. It is important for school administrators to apply the principles of teacher participation in administration. Focus on achieving operational goals. The results of this research will lead to planning, improving, promoting, and developing teachers' participation in the management of school administrators. To enable educational institution administrators to have the potential to manage their educational institutions, educational institution administrators use it to develop personnel to be aware of (Viphoouparakhot, 2021b). Kalkan et al., (2020). The importance of teachers' participation in educational institution administration. To be consistent with the actual conditions and general context of educational provision in academic institutions under the Taling Chan District Office Bangkok to be as efficient and effective as possible.

Literature Review

Liu et al. (2021) proposed the effects of instructional leadership and distributed leadership on teachers' self-efficacy and job satisfaction: a review. Mediating the role of supportive school culture and teacher collaboration. Educational Administration and Leadership Research evidence on the relative effects of instructional leadership and distributed leadership on teacher

job satisfaction and self-efficacy is limited. This becomes less evident when the indirect effect of mediating variables between school leadership and teacher outcomes is added. This includes the school's supportive culture and teacher collaboration. Across all effects, distributed leadership and instructional leadership were positively and directly related to teacher job satisfaction and teacher self-efficacy, respectively. At the same time, distributed leadership is positively and indirectly related to both teachers' job satisfaction and self-efficacy, whereas teaching leadership has an indirect relationship with teachers' job satisfaction, through the mediating effect of a supportive school culture and teacher collaboration. Viphoouparakhot (2021a) mentioned spatial education management in the participatory management of basic educational institution administrators. Panyaphi Temple Journal, for the spatial education management model with participatory educational administration by administrators of basic educational institutions. The basis must be to use horizontal cooperative relationships among all sectors in the area to jointly manage educational institutions. Teaching management involves mobilizing resources and the vertical relationships of the public sector in support and supervision. There are elements of spatial education management, including forms of community participation. Local stakeholders achieve shared benefits and resources in the community, including working groups and administrators. As for the success factors, there must be clear goals based on knowledge and trust and a mechanism in the working group that sees a common vision at the local level towards becoming a learning society.

Conceptual Framework

Independent Variable

General information
condition of respondents
1) Education level
2) Work experience



Dependent Variable

Teachers' participation in the educational
administration included 4 aspects.
1) Participation in decision making
2) Participation in operations
3) Participation responsibility and receiving benefits
4) Participation in evaluation

Figure 1 Conceptual Framework

Research Methodology

Population and Sample

Population includes the population of teachers in educational institutions under the Taling Chan District Office, Bangkok, totaling 290 people, semester 1, academic year 2024. The sample group consisted of 165 teachers in educational institutions under the Taling Chan District Office, Bangkok. The sample was determined from Krejcie and Morgan's ready-made table (Krejcie & Morgan, 1970), and the sample was obtained by random sampling (Specific Purposeful Sampling).

Data Collection

Research tools include: 1) Questionnaire consisting of Part 1: General Status of the respondents. It is a survey, Part 2, a questionnaire on teachers' participation in the administration of educational institution administrators under the Taling Chan District Office, Bangkok. It is a rating scale of 5 levels, and Part 3 is the participation of teachers in the administration of school administrators under the Taling Chan District Office Bangkok, the researcher brought a questionnaire to determine the quality of the instrument, including 1) bringing the questionnaire to a consultant and proceeding with improvements and corrections according to the recommendations. 2) bringing the revised questionnaire to be presented to three experts to check its consistency content by estimating the consistency of the objectives with the questions (Index of Item-Objective Congruence: IOC) (Saiyot & Saiyot, 2000) found that the IOC value was between 0.80-1.00 and 3) testing the tool with a non-sample population

of 30 sets, which the evaluation results had discriminatory power between 0.25-0.75 and finding the reliability of the questionnaire using Cronbach's method (Srisa-ard, 2015), where the confidence evaluation results have a confidence value of 0.95. Data collection includes collecting data from secondary data, which is information obtained from collecting information from various documents such as books, textbooks, academic documents, research, related electronic media, etc.

Data Analysis

Statistics used in the research include a ready-made descriptive statistics program consisting of percentages, mean, standard deviation, and t-test.

Research Results

The results of the research found that the results of the data analysis of the general status of the respondents were classified according to the majority having a bachelor's degree level and most having less than 10 years of work experience. and participation in operations.

Table 1 Number and percentage of respondents classified by educational level and work experience

General status of respondents	Amount	Percent
1) Education level		
Bachelor's degree	120	72.73
Master's degree	45	27.27
together	165	100.00
2) Work experience		
less than 10 years	100	60.61
10 years and up	65	39.39
Total	165	100.00

Table 1 found that there were several sample groups. 165 people are classified by educational level into 2 groups: bachelor's degree 120 people think about a percentage of 72.73, postgraduate level 45 people think about a percentage of 27.27, and they are classified according to work experience as 2 groups have less experience 10 years, 100 people think about a percentage of 60.61, and experience 10 years, and up quantity 65 people think about a percentage of 39.93.

Table 2 Analyze the average level of teachers' participation in administration. of educational institution administrators under the Taling Chan District Office, Bangkok

Participation of teachers in the administration of educational institution administrators	\bar{x}	SD	Level
1) Participation in decision making	4.04	0.76	high
2) Participation in operations	4.10	0.79	high
3) Participation responsibility and receive benefits	4.08	0.80	high
4) Participation in evaluation	4.05	0.81	high
Total	4.07	0.75	high

From Table 2, it is found that teachers' participation in the administration of educational institution administrators under the Taling Chan District Office in Bangkok. The overall picture is at a high level (\bar{x} = 4.07; SD = 0.75) when each aspect is considered. used to be met at all sides to have a sense of the high level of teacher participation arranged from highest to lowest in terms of participation in operations. (\bar{x} = 4.10; SD = 0.79); participation in responsibility and

receiving benefits (\bar{x} = 4.08; SD = 0.80); participation in evaluation (\bar{x} = 4.05; SD = 0.81); and participation in decision-making (\bar{x} = 4.04; SD = 0.76).

Table 3 Comparison of teachers' participation in the educational administration under the Taling Chan District Office Bangkok, according to the assessment of teachers, classified by education level

Participation of teachers in the administration of educational institution administrators	Bachelor's degree		Above Bachelor's degree		t	Sig
	\bar{x}	SD	\bar{x}	SD		
1) Participation in decision making	3.98	0.72	4.19	0.85	-1.64	0.10
2) Participation in operations	4.02	0.77	4.13	0.79	-2.18	0.03*
3) Participation responsibility and receive benefits	3.99	0.80	4.34	0.74	-2.55	0.01*
4) Participation in evaluation	3.96	0.79	4.31	0.84	-2.49	0.01*
Total	3.98	0.73	4.29	0.78	-2.41	0.02*

* Statistically significant at the .05 level.

From Table 3, it was found that the comparison results show that teachers' participation in the educational administration under the Taling Chan District Office Bangkok, according to the assessment of teachers, classified by education level and work experience, according to the overall level of education is different. When considering each aspect, it was found that participation in responsibilities and receiving benefits was significantly different at the 0.05 level in participation in decision-making. no different

Table 4 Comparison of teachers' participation in the educational administration under the Taling Chan District Office Bangkok, according to the assessment of teachers, classified by work experience

Participation of teachers in the administration of educational institution administrators	less than 10 years		10 years and up		t	Sig
	\bar{x}	SD	\bar{x}	SD		
1) Participation in decision making	4.04	0.71	4.03	0.83	0.09	0.93
2) Participation in operations	4.10	0.85	4.10	0.85	-0.01	0.99
3) Participation responsibility and receive benefits	4.09	0.75	4.08	0.87	0.06	0.95
4) Participation in evaluation	4.07	0.75	4.02	0.91	0.41	0.68
Total	4.07	0.70	4.05	0.83	0.19	0.85

From Table 4, it is found that the results of comparing teachers' participation in the administration of educational institution administrators under the Taling Chan District Office, Bangkok, from teachers' evaluations classified by overall and individual work experience, are not different.

Conclusion and Discussion

Results from research objective 1 found that most have a bachelor's degree and have less than 10 years of work experience and participation in operations. This may be because educational institution administrators encourage teachers to participate in decision-making in educational administration. To set goals and plan the implementation steps of various activities and projects. Teachers are involved in bringing benefits from various project activities to use responsibility to develop teachers' potential to make them more efficient and educational

institution administrators encourage teachers to participate in evaluating educational institution administration performance evaluations, both during and after the operation of collecting data. Evidence of progress and success leads to an educational institution that is an example of success in providing efficient and effective education, which is consistent with research results. Jitbanjong & Roodkhuan (2021). Participation in educational management of the Basic Educational Institutions Committee, according to the views of the Chairman of the Educational Institutions Committee under the Primary Educational Service Area Office, Trang Province, it was found that the gender variable by the total is significantly different. and educational-level variables. Overall, they are significantly different. As for the variables, age and duration of being on the school board. and school affiliation. Overall, there was no difference, and it was found that they did not understand their roles and responsibilities. Create an understanding of the roles and responsibilities of the Basic Education Commission. The results from research objective 2 found that teachers' participation in the administration of school administrators, especially in terms of participation, was not different. Teachers were classified according to their overall and individual work experience. This may be because the educational level assessment results in different places have different statistical values. and different work experiences were not statistically different. This may be because teachers in every period of education and every period of work experience under the Taling Chan District Office, Bangkok, resolved that the administration of school administrators promotes teachers' participation in the administration of educational institution administrators under the Taling Chan District Office, Bangkok, which is at a high level, which is consistent with Suthiyam (2023). Teacher participation in the administration of educational institutions under the Phetchaburi Primary Educational Service Area Office 1: The results of the research found that 1) teachers' participation in the administration of educational institutions under the Phetchaburi Primary Educational Service Area Office 1 overall, and each aspect was at a high level. 2) Teachers with different educational qualifications and working experiences participated in the administration of educational institutions under the Phetchaburi Primary Educational Service Area Office, Area 1, overall and in each aspect. Not different: 3) Teachers who perform teaching duties in educational institutions of different sizes participate in the administration of educational institutions.

New Knowledge from Research

Participation of teachers in the administration of educational institution administrators. Under the Taling Chan District Office in Bangkok found that knowledge can be summarized and represented by a diagram.



Figure 2 Teachers' participation in the educational administration of school administrators under the Taling Chan District Office in Bangkok

Figure 2 shows teacher participation in the management of educational institution administrators under the Taling Chan District Office Bangkok Operation Participation Responsibilities, Benefits, and Participation in Evaluation and Participation in Decision Making, respectively, because educational institution administrators encourage teachers to participate in decision-making in educational administration. To set goals and plan the implementation steps of various activities and projects. Teachers are involved in bringing benefits from various project activities. to use responsibility to develop teachers' potential to make them more efficient. and educational institution administrators encourage teachers to participate in evaluating educational institution administration. Performance evaluation, both during and after the operation of collecting data. Evidence of progress and success leads to an educational institution that is an example of success in providing effective education.

Suggestions

- 1) Results from research objective 1 found that participation in decision-making in determining requirements had the lowest average. Administrators should focus on supporting teachers to participate in decision-making. Set goals and plan operational procedures, activities, and projects. By holding a consultation meeting to carry out the educational plan to achieve the goals. Educational institution administrators should promote and support teachers' participation in government operations. By identifying people who are suitable for the mission of the government sector. and must assign responsibilities according to expertise.
- 2) Results from research objective 2 found that participation, responsibility, and benefit sharing. Congratulations when executives achieve success has the lowest average at educational institutions administrators should enhance teachers' morale. Make teachers proud of their work. As a result, teachers will be more motivated to work towards achieving their goals. Therefore, school administrators should provide opportunities for teachers and students to participate in setting goals and objectives and involving stakeholders. in deciding plan operations, including determining the method of tracking and evaluating performance according to the plan to improve quality.
- 3) There should be a comparative study of teachers' participation in the administration of educational institution administrators, Taling Chan District Office, Bangkok. and other educational institutions should study the participatory management model of teachers in the administration of 4 divisions, Taling Chan District Office, Bangkok.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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