

The Paradigm of Teacher Empowerment in Education institution: Multi-Case study in NakhonRatchasima Province Thailand

Suriya Hungkhunthod, Nakhon Ratchasima Rajabhat University, Thailand
Chaturong Thanaseelangkun, Nakhon Ratchasima Rajabhat University, Thailand

The Asian Conference on Education & International Development 2020
Official Conference Proceedings

Abstract

The purposes of this research were 1) to study the factors of teacher empowerment in educational institution 2) to suggest the paradigm of teacher empowerment in educational institution in NakhonRatchasima Province. This research was qualitative study by using the interview techniques for 2 phases. The first phase was study of the composition and the empowerment guideline of teachers in NakhonRatchasima Province by using documents, concepts, theories, related research and 3 schools of excellent personnel administration. Second phase was suggestion the paradigm of teacher empowerment in educational institution in NakhonRatchasima Province by purposive sampling. The key informant consisted of 14 experts including 3 of school directors, 9 of teachers and education personals, and 2 of educators. The results of research were as follows: 1. The factors of teacher empowerment in educational institution of NakhonRatchasima Province by using documents, concepts, theories, related research and 3 schools of excellent personnel administration was consisted of 6 fields including career advancement, self-efficacy, work status, working impact, decision making, and freedom on work. 2. The paradigm suggestions of teacher empowerment in educational institution in NakhonRatchasima Province were as follows Career advancement Self-efficacy Work status Working impact Decision making and Freedom on work. The result of the paradigm of teacher empowerment in educational institution was found that all 14 experts agreed with the paradigm of teacher empowerment in educational institution in NakhonRatchasima Province.

Keywords: Paradigm, Empowerment

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Introduction

Education is an important tool in creating people, creating society and creating a nation. It is the main mechanism in human's develop to qualities. Their live happily with other people in the society and the 21st century. Education is an important in creating advantage for competition and standing on the world stage economic system and social. It is world's dynamic. It is importance and devotion to the development of education to develop their human resources to keep up with the changes in the economic system and social of countries, regions and the world (Office of the Education Council 2560, P.1)

Human development is the key to driving and developing the country, especially quality of education to people have desirable characteristics that society 's National Education Act B.E. 1999 Article 6. The provision of education is human's develop ; body, mind, intellect, knowledge and morality ethics and culture in live happily with other people in the society, according to Article 9 (2). The school in Nakhon Ratchasima have to decentralize for management to educational in service area office, educational institutions, and district office for local administration to article 23. It is provide education in the form of non-formal and informal education including knowledge, morality, learning process and integration of education. But the level of educational institutions in Nakhon Ratchasima have learning processes for education. It is support the teacher to arrange the atmosphere, the environment, the media, and facilitate. The learners have learning and knowledge including the research as part of the learning process. At the same time, the teachers and the learners are learning with instructional media and science resources (Ministry of Education 2010, P.3)

At the present, the school can't perform to success on the time. It can't the policy into task to effective because the school management. The education reform were enhance quality of school in a part which empowerment is a management format is interesting (Songsan Somchit, 2009,P.8)

As a result of empowerment work is important for teamwork and organization. Its help teachers for confident and more self-reliant, with enthusiasm focusing on creative awareness, develop self-work skills, or with others people. Teamwork create a process for improving the job that he is responsible. the person is a pioneer of new learning and seeking Themselves at all times, promoting learning for learners, as well as training students to become good citizens. They have a quality and goal to develop of education in the country. Teacher is esteemed that high vocation and should take and continual development so that teachers were perform efficiency "Professional Teacher" (Office of the Education Council, 2009, P. 20)

Problems and obstacles of teachers empowerment were caused ; personal, organizational and environmental matter. Teachers who do not wish to participate in administrative decisions because it is waste time on teaching and empowerment works were Conceal the image of administrators who lack the ability to work, some teachers lack the effort change and development together with sufficient resources and support, Some teachers do not cooperate, while some administrators are losing power. Some teachers were against because they can't accept to change roles and

responsibilities, do not want to increase responsibility, do not trust the consequences of the change or because teachers lose skills and abilities to support the improvement of various issues obstacles to teacher empowerment (Blase & Base, 1994). The results of the Kleger and Lotman (Klecker & LDadman, 1996) found that the teachers are working, a bias in sex, do not use technology and do not skills in the work. Teachers have many tasks or work alone so that all things have the impact and undermining to working power of teachers in the country. Thailand has problems and obstacles of teachers empowerment that perform teaching by oneself, because some teacher are waiting for orders from the executives. Some schools are waiting to the parents and do not do because they have old culture. (Kotwonsa Arun, 2010, P. 32)

Form the result of research, the researcher realized problems school and management of school to efficiency and effective. It is the paradigm shift to change management by teacher empowerment, to development the quality of learning management. Teacher used the paradigm of teacher empowerment in educational institution. It makes teacher empowerment, proud, able, create morale in work and satisfied which the action of school are success to quality and efficiency, to guidelines for the director in create policy, personal plan, management school, quality management and effectively.

Objective

1. To study the factors of teacher empowerment in educational institution in Nakhon Ratchasima province.
2. To suggest the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province.

Conceptual Framework

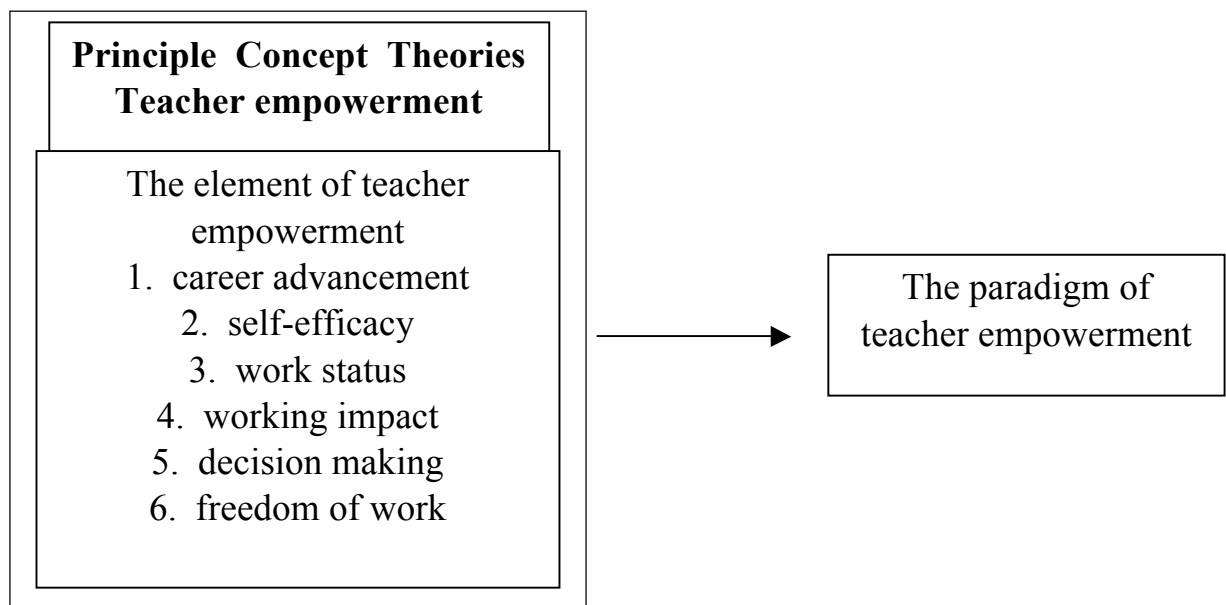


Figure 1: The Conceptual Framework.

Methodology

Phase 1 : Study of the factors and guidelines of teacher empowerment in educational institution by Multi-Case Study in Nakhon Ratchasima province.

The researchers conducted many type of research methodology which it can concurrent as follows:

Step 1 : Study of the factors and guidelines of teacher empowerment in educational institution

Step 2: Study guidelines of teacher empowerment in educational institution

Phases 2 : The paradigm suggestions of teacher empowerment in educational institution in NakhonRatchasima Province by Multi-Case Study including conducted 2 step as follow :

Step 1: draft of the paradigm suggestions of teacher empowerment in educational

Step 2 : Confirmation the paradigm of teacher empowerment

Result

Phase 1 : the element of teacher empowerment in educational institution in Nakhon Ratchasima province the element of teacher empowerment in educational institution in Nakhon Ratchasima province using content analysis from documentary, academic article research related in country and foreign country found that the element of teacher empowerment in educational institution in Nakhon Ratchasima province including 6 parts such as career advancement, self-efficacy, work status, working impact, decision making and freedom of work.

Phase 2 : the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province using the interview 3 experts, to questioned the opinion of the experts about the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province , to lead the synthesis of the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province (draft). All 14 experts were confirmation the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province including 6 parts as follow:

- career advancement part including : organization or department, worker and quality of work.
- self-efficacy part including : experience, succession, action, observation of model, persuasion of words and body and emotion.
- work status part including : planning, management organization, personal management, command and control.
- working impact part including : personal morale, interaction, democracy process and participatory management.
- decision making part including : problem recognition, definition of problem, creation or definition of choice, evaluation behavior and monitoring action.

- freedom of work part including : training, observational study, study leave, classroom action research and supervision performance.

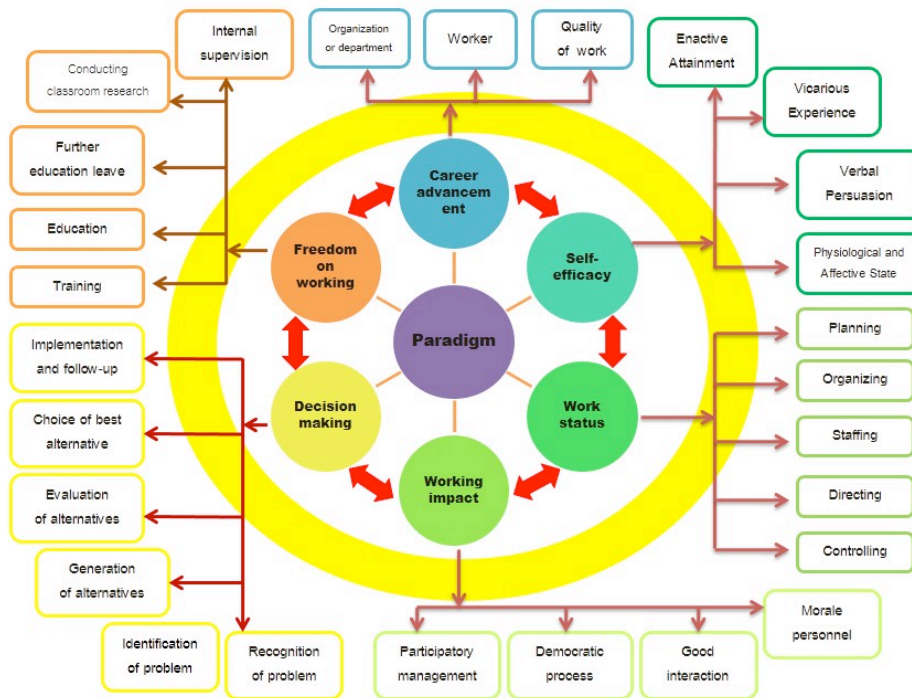


Figure 2: The construction Paradigm of Teacher Empowerment

Recommendation

- 1.1 there should be a research to develop the paradigm of teacher empowerment in educational institution in Nakhon Ratchasima province that the director of school used guidelines and education management.
- 1.2 There should be an action research to participation using the paradigm of teacher empowerment into middle school and small school, to other develop.
- 1.3 There should be an quantitative research conducted to the relationship between efficiency of action with teacher empowerment in educational institution in Nakhon Ratchasima province, to effect of teacher empowerment

Acknowledgements

The researcher would like to express her deepest appreciation to Assistant Professor Dr. Chaturong Thanaseelangun, the Advisor for her never-ending support on this dissertation. Associate Professor Dr. Sanrudee Deepu, Associate Professor Dr. Kitipong Luenam , Dr. Rangsiswut Suwanrotjana, Assistant Professor Dr. Suphap Phoorungrueng, for their guidance in the dissertation. Lastly, the researcher would like to thank all the management and teachers at bungsaardwattana School, plookpanya School and Regional Special Education Center 11, Nakhon Ratchasima for their time in the interview.

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