



A Development of Activity-Management Model Based on Work-Integrated Learning to Enhance Educational Administrative Leadership: A Case Study of Graduate Students, Major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University

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Abstract

The purpose of this participatory action research was to develop a model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, educational program, Faculty of Education, Chiang Mai University. This research was divided into four phases: 1) to study the problem conditions and guidelines, 2) to create a model and an instruction manual, 3) to verify and develop the efficiency of the model, and 4) to study the implementing results of the model. Key informants consisted of lecturers, graduate students, school administrators and educational administrators selected by purposive sampling according to the determined criteria in each step, 196 informants in total. Methods of collecting data were a roundtable discussion, a focus group discussion, a workshop, connoisseurship, and instruments used were a verification form, an evaluation form, a satisfaction questionnaire, and a record form. Data were analyzed by content analysis, frequency, percentage, mean, standard deviation and inductive summary.

The research found that 1) the problem conditions were unclear planning, performance, evaluation, and reporting. The guidelines were integrated in learning management, development activities, project development and cultivation; 2) the creation of a model consisted seven components whereas an instruction manual consisted eight components; 3) the verification of the model and instruction manual concerned the suitability and feasibility which were higher than the determined criteria; and 4) the results of the implementing was appropriate to the school administration and the educational administrators passed the criteria and were satisfied with the overall use at the highest level.

Keywords: Educational Leadership, Activity Management, Work-Integrated Learning

Introduction

High-quality education is a basic right which the government must provide for the development of Thai people of all ages to enable their growth in all aspects. Such development is necessary as an important intellectual investment in skills, characteristics and competencies to earn an honest living and live happily with others in society which then leads to human security and social stability, enabling the nation to progress internationally on the world stage amidst the rapidly changing world of the 21st century (Office of the Education Council, 2017, p. a). Additionally, education is a social activity constructed to create and collecting the power of our nation. Any nation can have strong “social assets” with very good quality; how strong depends on the quality of the educational system (Samudavanija, 1999, p. 3). However, the quality of educational management which meets the needs of individuals and society is very important. This is because the educational quality of Thai people depends on its future development in terms of social, economic, political, and administrative aspects. If countries have good educational management and administrators with knowledge who are capable, have wide vision, as well as an



understanding of the educational mission and the impact of education on the progress of the people and the nation, those countries will have increased prosperity (Malaiwong, 2014).

Regarding higher education management, which emphasizes on the development of students' characteristics for the changes-prone era responding to problem solution at the national level, the system should focus on the professional learning community. Such development can be established through the integration of academic and student development programs. This involves learning highlighted in every aspect of life to inculcate good characteristics, honesty and pursuit of concrete knowledge, simultaneously. This would help insure building student characteristics which would reach national higher education standards and respond to the needs of the society, resulting in a higher education learning community with honesty and concrete integrity at every level (Nakvichet, 2017, p. 76). The Bureau of Students Promotion and Potential Development determined three guidelines for in developing the strategies of university students' development in higher education institutions B.E. 2560–2564 (2017–2021) as follows: 1) the integration of professional skills, human and social skills; 2) the development of students in holistic methods/manners; and 3) the integration of knowledge into students' daily experiences. (Office of the Higher Education Commission (OHEC), 2018, pp. 7–11). This is to say that, for the development of university students, it is also necessary to have human and social capabilities known as soft skills or people management competency. It is consistent with the structural functional theory that mentions systemic integration, defining the relationship between various components and dealing with the relationship of other basic functions (Parson, 1960). The model concept of work-integrated learning ("WiL") is an issue trending with the current and global context of Thailand, which the government and the Ministry of Education have given priority by determining these as the important goals in the National Education Plan B.E. 2560–2579 (2017–2036) (Office of the Education Council, 2017, p. d). On the contrary, the number of graduate students in higher education decreases annually; however, this group does not meet the requirements of the labor market and instead possess abilities or qualifications that are not required by many employers, leading to mass unemployment. Students and skilled, qualified labor need better preparation and development to meet the needs of all employment sectors. A workforce demand analysis must be conducted to determine the goals of educational management in order to supply the job market with a workforce prepared with better skills and qualities.

Division of Educational Administration, Department of Educational Foundation and Development, Faculty of Education, Chiang Mai University, is a program that has played an important role in producing quality personnel within educational administration program for a long time. More than twenty-five students graduated with a master's degree which has shown to play a significant role within the education agencies. Therefore, it became a well-known and acceptable program, namely, Master of Education, Educational Program (Major in Educational Administration), with amendments in 2013 and enrolled students starting their first year in 2016, for a total of four academic years. Later, in 2017, the Faculty of Education, through their administrative committee of the Master of Education curriculum, Educational Program appointed the curriculum evaluation committee to use the evaluation results to improve and develop the curriculum to be of higher quality in accordance with the conditions of the curriculum development to be continuous at least every five years. Moreover, there are many changes in the context, such as the announcement of 20-Year National Strategic Plan, National Education Development Plan B.E. 2560–2579 (2017–2036), Thailand Policy 4.0, Policy of the Ministry of Education, guidelines for the development and upgrading of the professional standard of administrators, including the changing policy of enrolling students of Faculty of Education, Chiang Mai University. More importantly, Teachers Council of



Thailand, the educational professional organization announced in 2014 (Royal Thai Government Gazette, 2018, p. 16), they had many more standards and certification criteria regarding the teachers' degree and certificate of educational profession.

Therefore, this improvement of the curriculum of the educational administration major is determined by the results of the curriculum evaluation, self-assessment report (SAR), lessons learned through reflections of each student who graduated using three key standards: 1) curriculum standards; 2) production standards; and 3) standards of graduate students in accordance with the announcement of the Teachers Council of Thailand concerning the educational degrees and certificates for professional in 2014. With regard to the curriculum standards defined in section 2.2, the certification criteria for three issues must be as follows: 1) the course description in the curriculum consisting of standards, knowledge, and competencies in each standard, but not less than that of the prescription of the Teachers Council of Thailand; 2) plans for activity management which enhance educational administrative leadership periodically throughout the courses; and 3) administrative practicum of not less than 3 credits for school administrators and educational administrators, at least 90 hours of practicum hours (15 x 6 hours) consisting of 50% of practicum in school administration and 50% of practicum in educational administration.

In accordance with the accredited criteria of the Teachers Council of Thailand No. 2 which stipulates that it is necessary to have activity management to enhance educational administrative leadership periodically throughout the courses, it is important and relevant to work-integrated learning (WiL) in combination with professional work experience both inside and outside the classroom. This learning process may be in the form of research studies, internships, co-operative education, corporate social responsibility, workloads in schools or professional practicum, etc. (Kramer and Usher, 2011). This type of teaching and learning is considered integrated learning in academic and professional methods under the working environment as part of the student's education program (Franz, 2007). It is the creation of a link between the student's current education and his future profession in the real world (Martin and Hughes, 2009) which is a combination and/or fusion between theoretical learning and practice. Therefore, the learning process is to build knowledge from many learning sources (Cooper, Orrell, & Bowden, 2010) wherein the process of work-integrated learning (WiL) consists of preparation before learning, during learning management, and after learning which results students must present to society by comparing what he is actually responsible for and what he can do (Yawai, 2006, p. 165).

For the majority of students who are studying to become government teachers, some may gain experiences in school administration by acting as the head of a department, the head of a section, or as a deputy school director. Therefore, the learning process becomes linked between theory and normal work in the students' school, as long as there is a well-connected analysis. If activities are obviously and truly organized to enhance educational leadership, and if the work is appropriate-with the context, including the participation of entrepreneurs (employers) of graduate students, it will then increase the quality standards of graduate students.

In accordance with the reasons mentioned above, the motivation and necessity for the research team play important roles as producers of educational administrators, responsible persons of the course, as well as the graduated teaching management committee, Education Program, Major in Educational Administration, Faculty of Education, Chiang Mai University that needs to be developed. The aim is to change the methods of activity management and enhance educational administrative leadership by applying the concept of work-integrated learning (WiL). Learning management methods focus on performance in accordance with the learners'

development toward 21st century skills and Thailand 4.0 policy, including the principles of participation of stakeholders. This includes the concept of how to develop educational administrators according to the context and applicable development of a model for organizing educational management activities. The purpose is to develop and strengthen students who are ready to be educated leaders in all aspects and true professional administrators by using participatory action research based on the concept, the theory of constructing model and educational personnel development. Whenever this research was completed, it was determined that if a model of activity management to enhance educational administrative leadership is appropriately consistent with the context applicable for quality development of graduate students, it would benefit graduate students, lectures, and the professional development in educational administration.

Research Objectives

1. To study the problem conditions and guidelines of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University
2. To create a model and an instruction manual of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University
3. To verify and develop the efficiency of the model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University
4. To study the implementing results of the model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University

Significance of Research

1. To obtain a model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students majoring in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University in 2014, it was determined that an Educational administration major would be necessary to develop students' characteristics to meet the professional standards prescribed in the announcement of the Teachers Council of Thailand regarding the accredited educational degree and certificate for professional.
2. The administrative committee and the responsible lecturers of the Master of Education, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University, could use the obtained data to improve the curriculum in order for it to be of higher quality in accordance with the determination of the professional council.
3. Faculty lecturers could use the research results to develop and improve teaching and learning processes according to the Master of Education Curriculum, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University and go on developing the educational administrative leadership of graduate students.



4. Educational institutions that have teachers studying further, have developed the educational administrative leadership and have a better attitude towards the educational administration profession which would enable their knowledge, skills, and abilities to apply to their assigned duties and would appropriately assist the school administration with situations with more efficiency.

5. Institutions under Office of Higher Education that provide Master of Education Curriculum, Major in Educational Administration could apply this model to be appropriate for the context of each institution.

Scope of Study

In this research, the researcher determined the scope of content as follows:

1. Activity management to enhance educational administrative leadership in accordance with the standards and criteria for obtaining certification and follow-up of the educational degree and certificate describing to the Teachers Council of Thailand (2014, p. 16) was defined to have: 1) an administrative committee which was appointed for activity management that was not less than the standards; 2) having plans for activity management that were prepared throughout the courses; and 3) an evaluation manual and record book or a result report which was prepared according to the standards.

2. Guidelines for the operational development of the measurement and evaluation of desirable characteristics. The researcher applied the desirable characteristics of the Office of the Basic Education Commission (2009, p. 68) as follows: 1) to study the definition, determine indicators and behavioral indicators of educational administrative leadership; 2) to analyze those indicators and behavioral indicators to determine guidelines for the development of educational administrative leadership in characteristics and skills in educational administration; 3) to study basic information of individual students before implementation to determine the guidelines for development which are consistent and appropriate to the students' behavior and status; 4) to plan for developing characteristics and skills of educational administrative leadership by setting objectives and manner for development to be consistent with the students' behavior and status; 5) to construct or select instruments for measuring and evaluating educational administrative leadership; 6) to develop graduate students according to the determined plan with periodic evaluations to monitor the progression; 7) to evaluate the characteristics of graduate students' educational administrative leadership after development and to summarize the development results; and 8) to report the development results to the curriculum administrative committee.

3. Master of Education Curriculum, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University

4. Model components which were applied from the concepts of Runcharoen (2007); Asawapoom (2010, p. 20), Brown & Moberg (1980, pp. 16-17). The conclusion was as follows: 1) Objectives, 2) Principles, 3) Systems and mechanisms, 4) Operating methods or procedures, 5) Successful indicators, 6) Definitions and description, and 7) Conditions for achievements of model implementing.

5. Components of the instruction manual were applied from the concepts of the Office of the Public Sector Development Commission (2009, pp. 26-29) and various foreign educators, which could be summarized into eight components as follows: 1) Instruction of manual; 2) Part 1: Introduction; 3) Part 2: Educational administrative leadership; 4) Part 3: The model of the activity management based on work-integrated learning to enhance educational administrative leadership; 5) Part 4: The process of model implementation; 6) Part 5: The evaluation of model implementation; 7) References; and 8) Appendices.



6. For the consideration of judging the model and instruction manual, the researcher determined the scope of content by a connoisseurship seminar concerning issues of suitability and possibility by determining the criteria for passing with an average of 3.51 or higher.

7. The model and instruction manual were implemented by applying four steps of participatory action as follows: 1) Planning, 2) Acting 3) Observing and 4) Reflecting.

8. Results of implementing the model and instruction manual were collected from the reflection of the model user and the evaluation results as follows:

8.1 The evaluation results of students' good characteristics in educational administrative leadership consisted of six aspects as follows: 1) ideology in loving educational administrative leadership, 2) commitment and attention to quality, 3) morality and compassion, 4) emotion and peace of mind, 5) humility, and 6) progressive love and avidity for learning.

8.2 The evaluation results of graduate students' skills and administrative processes consisted of eight aspects as follows: 1) strategic management, 2) risk management, 3) decision making, 4) academic leadership, 5) creative thinking, 6) human resources management, 7) flexibility and adaptability, and 8) network building.

8.3 The user satisfaction in implementing model and instruction manual.

Scope of Population

The research population consisted of lecturers, students, school administrators, and educational administrators, for a total of 196 respondents.

1. Four lecturers of educational administration major, Department of Basic and Educational Development, Faculty of Education / Curriculum administrative committee of Educational Program and the teaching committee of educational administration major.

2. Twenty-five graduate students in major of Educational Administration, Faculty of Education, Chiang Mai University in academic year 2016.

3. Twenty-five school administrators who were of superior status among the students in academic year 2016.

4. One hundred and twenty-nine graduate students who had graduated with a Master of Education, Educational Program, Major in Educational Administration, Faculty of Education, Chiang Mai University, Students' code in academic year 2013–2015.

5. Three school directors of schools that used to be a Professional Practicum Center for educational administration.

6. Three directors of the Office of Educational Service Area that used to be the Professional Practicum Center for educational administration.

Research Methodology

This research was divided into 4 steps as follows:

Phase 1: The study of problem conditions and guidelines of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University was divided into two steps as follows:



Step 1: The study of problem conditions of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University. The target group and data resources consisted of four lecturers of educational administration major, documents related to teaching and learning management and evaluation of the implementation of the Master of Education, Educational Program, Major in Educational Administration which involved a Master of Education Curriculum, an Educational Program, amendments in 2013, a project of educational administration major obtained in action plan of fiscal year 2014–2017 of Faculty of Education, Chiang Mai University, Programmed Specification (TQF 2), Course Specification (TQF 3), Field Experience Specification (TQF 4), Course Report (TQF 5), Field Experience Report (TQF 6), and Programmed Report (TQF 7) in academic year 2014–2016 and the report of the reflections and lessons learned from seminar of graduate students, with a Major in Educational Administration, student code in academic year 2013–2015, for a total of three years. Methods and instruments used were round table discussions and discussion notes; data were analyzed by using content analysis and inductive summary.

Step 2: The study of guidelines of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University. Twenty-four informants consisted of lecturers of educational administration major, school directors, teachers and students; were divided into four groups as follows: 1) Ten school directors selected by purposive criteria as follows: 1.1) those having academic standing starting at Senior Professional Level, 1.2) school directors that used to be a Professional Practicum Center for educational administration in academic year 2013–2016; 2) five teachers who graduated with a Master of Education, Educational Program, Major in Educational Administration, Faculty of Education Chiang Mai University, who were selected by purposive criteria as follows: 2.1) five teachers who had acted as the head of an academic administrative group, the head of a personnel administrative section, the head of a general administrative section, the head of a plan and budget administration section, and the head of a student affairs administrative section; 2.2) teachers who had academic standing starting at a senior professional level; 3) five students of Master of Education, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University who have not yet graduated, but were selected by purposive criteria as follows: those who had been assigned by the school administrators as the head of an academic administrative sector, the head of a personnel administrative group, the head of a general administrative section, the head of a plan and budget administration section, and the head of a student affairs administrative section; and 4) four lecturers in a Major in Education Administration. The method used was a focus group discussion and note-taking; data were analyzed by using inductive summary.

Phase 2: The creation of a model and an instruction manual of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University. Fourteen key informants, consisting of five school directors who were selected by purposive criteria as follows: 1.1) those who had academic standing starting at senior professional level, 1.2) school directors who had been involved in a Professional Experience Training Center for educational administration during academic years 2013–2016; five graduate students who had graduated with a Master of Education, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University. They were selected by purposive criteria as follows: 1.1) graduate students who had been assigned by the school administrators to act as the head of a academic



administrative section, the head of a personnel administrative section, the head of a general administrative section, the head of a plan and budget administration section, and the head of a student affairs administrative section, 1.2) graduate students who had academic standing starting at Senior Professional Level, and 4 lecturers with an educational administration major. The methods and instruments used in the research were the workshops with its agenda and take-note; data were analyzed by using content analysis and inductive summary.

Phase 3: The verification and confirmation of the model of activity management based on work-integrated learning to enhance educational administrative leadership for students studying major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University. Key informants consisted of nine specialists who had produced educational administrators, school administrators and supervisors who had academic standing at an expert level who were selected by purposive criteria as follows: nine lecturers who had been in charge of curriculum, faculties, or fields related to educational administration at a higher educational level; three school administrators who had academic standing at an expert level, and three supervisors who had academic standing at an expert level. The methods and instruments used in this research were a connoisseurship seminar with take-note, and a verification form of suitability and feasibility of the model and instruction manual. Data were analyzed by using inductive summary. The statistics used were frequency, percentage, mean, and standard deviation. The determined criteria for judging was an average score of 3.51 or higher.

Phase 4: The study of the model implementing results of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University who volunteered. The operations were divided into four stages as follows: Planning (P), Action (A), Observation (O), and Reflection (R). Fourteen informants were divided as follows: four lecturers of educational administration major; five school administrators selected by purposive criteria; five voluntary graduate students who were willing to participate in the model implementation; four Master's degree students, Educational Program (Major in Educational Administration), Faculty of Education, Chiang Mai University, selected by purposive criteria. Methods and research instruments used were: the clarifying meeting before implementing the model and instruction manual; and the reflective meeting after implementing the model and instruction manual. The model and instruction manual had been verified by: the experts; the reflective record form of implementing the model and manual; the evaluation form of educational administrative leadership; and the satisfaction questionnaire affecting the implementation of the model. Data were collected some parts of the model in accordance with work-integrated learning (WiL) in students' schools. After six months of professional practicum, the researcher operated as follows: 1) Provide meeting with school administrators of students by the researcher team had informed the implementation according to the manual and records (Planning: P); 2) School administrators and students operated following to manual instruction for a period of 6 months in their schools (Action: A); the researcher team had observed, monitored by interviewing (Observation: O); 4) After finishing the determined time, the researcher team had provided the meeting in terms of reflection (Reflection: R); and evaluated educational administrative leadership and satisfaction with the use of model. The statistical used were frequency, percentage, mean, standard deviation. Data from open-ended questions were strengths and points that should be developed, presented individually. Data from satisfaction questionnaire were frequency, percentage, mean, standard deviation. Data from open-ended questions were organized by grouping and descending order.



Research Results

The research found that

1. The problem conditions and guidelines of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University were concluded as follows:

1.1 The problem conditions found that 1) the definition, determine indicators and behavioral indicators of educational administrative leadership are unclear; 2) the analysis of indicators and behavioral indicators to determine guidelines for the development of educational administrative leadership in each characteristic and skill in educational administration are unclear; 3) the basic information of individual students before the development was inadequate; 4) the plan for developing characteristics and skills of educational administrative leadership were without specificity in the development of each side or characteristic suitable to each group of graduate students, as well as indicating a lack of educational guidelines of educational administrative leadership as the master model; 5) there was a lack of appropriate instruments for measuring and evaluating in accordance with the selection of operational guidelines; 6) the operational development and evaluation of educational administrative leadership attached with the normal work in the students' schools were few and without continuity; 7) there was a lack of evaluation of individual educational administrative leadership and a lack of participation from school administrator students; and 8) there was a lack of an appropriate and obvious model of the development report.

1.2 The guidelines of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University could be summarized as follows: 1) to integrate learning management into the course, 2) to prepare the project detailed in the annual action plan of Faculty of Education, 3) to assign graduate students to prepare and to implement their own school development project that is continuously developed from professional experience training with evaluation and results reports, 4) to prepare Memorandum of Understanding (MoU) between educational administration major with the schools where graduate students' work to develop the graduate students, to record workloads throughout the course duration, and to periodically report and present the results derived from a collaborative determination, 5) to assign graduate students to search, study, and interview regarding lessons learned from the educational administrators as the master model, and to prepare the report and present the results.

2. The draft of creating the model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University referred from the research results of phase 1 and the scope of content in Phase 2 consisting consisted of seven components as follows: 1) objectives, 2) principles, 3) systems and mechanisms, 4) operational activities, 5) successful indicators or model evaluation, 6) definitions and model description, and 7) conditions for achievements. The instruction manual consisted of eight components as follows: 1) Instruction of manual, 2) Part 1: Introduction, 3) Part 2: Educational administrative leadership, 4) Part 3: The model of the activity management based on work-integrated learning to enhance educational administrative leadership, 5) Part 4: The process of model implementation, 6) Part 5: The evaluation of model implementation, 7) References, and 8) Appendices.

3. The results of the model verification found that the overall level of suitability was at the highest level and the overall feasibility level was also at a high level, higher than the determined criteria. The results of the manual



verification with the overall level of suitability and feasibility was at the highest level, higher than the determined criteria. The development of the model and the manual before implementation indicated two things, according to the expert's recommendations in terms of activity management: 1) the steps of preparation should be separated clearly for each group; and 2) some project names should be adjusted appropriately and were intended to develop graduate students to be project management trainers.

4. The implementing results of the model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University could be summarized as follows:

4.1 There were four steps of participation as follows: 1) Planning (P), Action (A), Observation (O), and Reflection (R). The five informants were the school administrators and graduate students who participated in the model implementation and expressed some opinions after implementing the model. With regard to the school administrators' opinions, it was concluded that it was good practice to develop, promote, train, and cultivate graduate students who were interested in becoming good educational administrators with knowledge, abilities, and skills for the future. The model implementation did not cause problems or obstacles to the administration of educational institutions, but there were people who developed knowledge, skills and, importantly, who were interested in helping the school administration, while empowering more efficient school work in accordance with the principles of human resources management "put up like man on the job." With regard to the graduate students' opinions, the conclusions determined that given opportunities and trustworthiness from school administrators to assist in administrative work, the end result was better understanding and awareness of the roles and duties of the school administrators which were very important for schools, teachers, and qualified graduate students. Therefore, it is necessary to learn and self-training to develop the characteristics, qualifications, skills, competencies, and good attitudes which lead to the educational administrative position in the future.

The school administrators expressed their opinions on implementing the model and manual of activity management based on work-integrated learning to enhance educational administrative leadership. The conclusions they reached were that: 1) the model implementation was consistent with the normal workload of the school, not additional workload; 2) school administrators must ensure teachers' understanding to achieve student acceptance by giving teachers who were section leaders or deputy directors of the school to act as mentors and reflect that understanding; and 3) school administrators could act as coaches by assigning them missions and roles related to the administration of educational institutions. The graduate students expressed their opinions on implementing the model and manual overall by indicating: 1) they were assigned additional workloads from their previous performance; 2) they obtained experiences and opportunities from the school directors to express the knowledge, abilities and working skills; 3) they were trained in administrative working skills, competencies, and ideology through activities and workloads assigned by administrators with good consultation; and 4) they were trained in both time management and their responsibilities, and their workloads were assigned by the administrators and independent study (IS).

4.2 The evaluation results of the educational administrative leadership of graduate students and the satisfaction of the instruction manual can be summarized as follows:

4.2.1 The evaluation results of the six characteristics of the educational administrative leadership of graduate students consisted of: 1) ideology in loving educational administrative leadership, 2) commitment and attention to quality, 3) morality and compassion, 4) emotion and peace of mind, 5) humility, and 6) progressive



love and avidity for learning a level of practice / reality / showing behavior in all aspects. These results were shown overall at the highest level.

4.2.2 The evaluation results of graduate students' skills and administrative processes consisted of eight aspects as follows: 1) strategic management, 2) risk management, 3) decision making, 4) academic leadership, 5) creative thinking, 6) human resources management, 7) flexibility and adaptability, and 8) network building of a level of practice/reality which indicates behavior in all aspects overall at the highest level.

4.2.3 The user satisfaction in implementing the model and instruction manual based on work-integrated learning to enhance educational administrative leadership overall show each aspect were at the highest level.

The results of the model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University that was already implemented, are as shown briefly in Figure 1.

1. **Objectives:** To develop and enhance educational administrative leadership for graduate students.
2. **Principles:** 2.1 Clear and concrete goals; 2.2 Work-integrated learning with normal work continuously; 2.3 Participation of school administrators, educational administrator, educational agencies, and other agencies to develop graduate students; 2.4 Implement activities that cultivate and enhance the consciousness of educational administrators and in accordance with the way of life and cultural traditions; 2.5 Graduate students have self-development in all aspects, fully potential according to their aptitude, needs, suitable for qualifications and mantles.

3. Systems and Mechanisms:

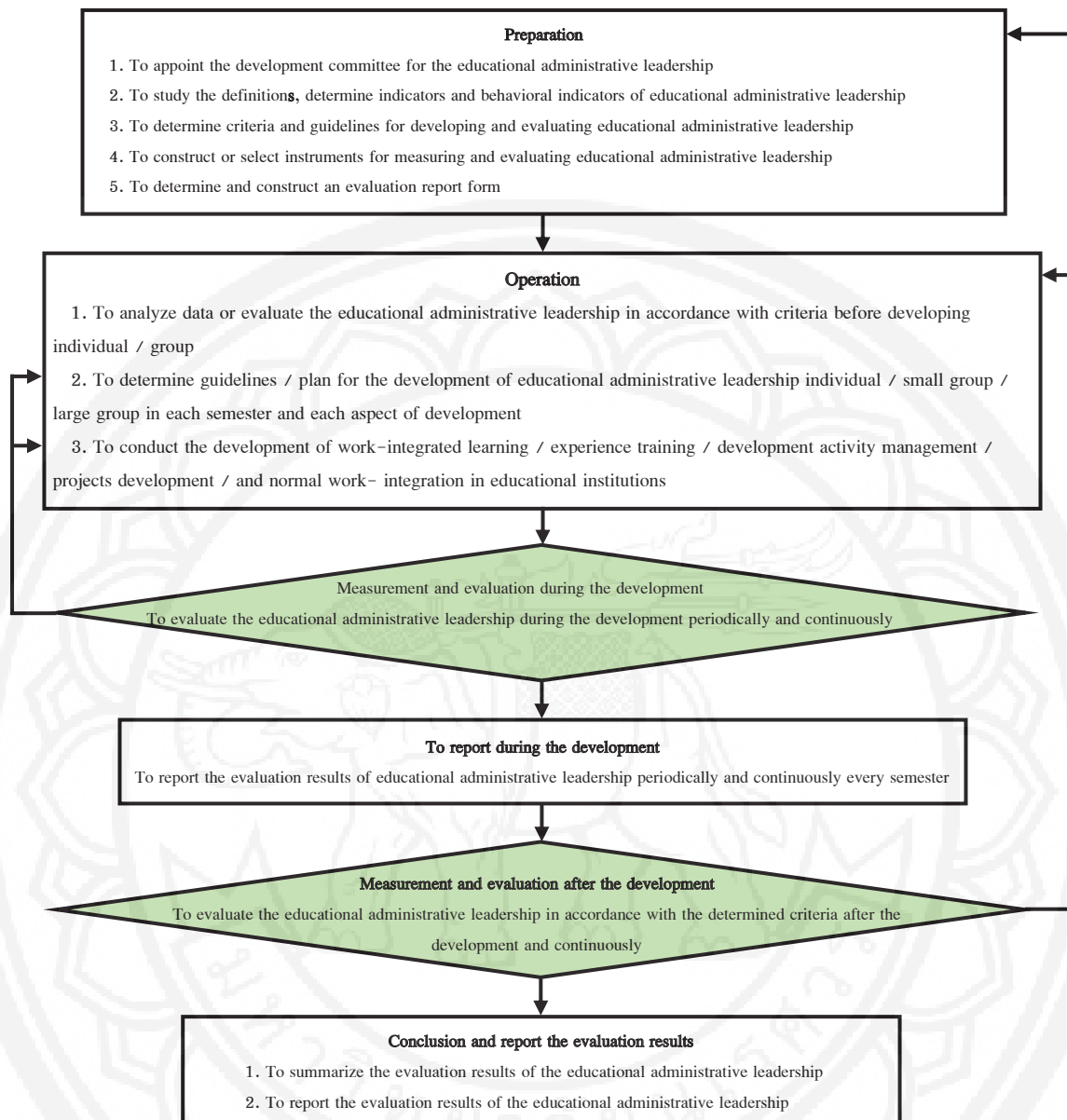


Figure 1 Systems and Mechanisms



4. Operational Activities

Table 1 Operational Activities

Operational Activities	Before Enrolling	The 1 st Year		The 2 nd Year		After Graduated
		The 1 st Semester	The 2 nd Semester	The 1 st Semester	The 2 nd Semester	
1. The process of enrollment according to criteria and admission conditions including the approval letter from the school administrators.	<input type="checkbox"/>					
2. The orientation and operation of Memorandum of Understanding (MoU) Between the educational administration major and the school administrators, Professional Experience Training Center for educational administration, and relevant agencies	<input type="checkbox"/>					
3. Activities for increasing knowledge, skills, and competencies before learning	<input type="checkbox"/>					
4. Activity Management integrated with learning process of subjects		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Activity Management integrated with professional experience training				<input type="checkbox"/>		
6. Development activity management		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Operation projects to enhance educational Leadership according to action plan of educational administration major		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Activity management based on work-integrated learning to enhance educational administrative leadership with normal work in students' educational institutions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Reflective activities, measurement and evaluation the results of educational administrative leadership periodically		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Post- training activity management and lesson summary					<input type="checkbox"/>	
11. Measurement and evaluation the results after the development / Summarize and report evaluation results of the educational administrative leadership					<input type="checkbox"/>	
12. Graduation activities for Master's degree student and commencement ceremony						<input type="checkbox"/>

5. Successful Indicators: 5.1) all graduate students passed the criteria of evaluating results of the educational administrative leadership; and 5.2) the model users were satisfied with the model implementation.

6. Definitions and Model Description: Examples-educational administrative leadership, work-integrated learning (WiL), etc.

7. Conditions for Achievements: 7.1) creating awareness, understanding and acceptance from stakeholders in promoting and supporting the development of educational administrative leadership for graduate students; 7.2) the school administrators of working graduate students' having good collaboration in the development of educational



administrative leadership for graduate students; 7.3) the government teachers; and educational personnel in the educational institutions in which graduate students' worked, including their basic school boards, perceiving and understanding the operational activities according to the model with good collaboration; and 7.4) the graduate students who are enthusiastic, trying to study and always self-training, working on duty while studying and continuously self-training in knowledge, skills, educational administrative process, competencies, and characteristics of educational administrative leadership.

Discussion

From the research results, there were important issues that the researcher discussed as follows:

1. Concerning the problem conditions of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students, major in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University, planning, implementation, measurement and evaluation, as well as summarizing and reporting the results of educational administrative leadership were not clear. This may be due to the lack of properly defining educational administrative leadership. The definition, meaning, determine indicators and behavioral indicators were not clear. This included the determined guidelines for the development of educational administrative leadership in each characteristic and skill in educational administration was also not clear, as well as the methods to enhance educational administrative leadership which determined projects and general activities, i.e., organizing seminars and training activities, taking the graduate students to participate in Thailand Administrative Relationship Research Conference annually. This and other activities related to cultural traditions and relationships between juniors and seniors were activities that developed educational administrative leadership overall as well as helping to develop all students based not on their individual differences. The students who studied at the Master's degree level in educational administration were of various aspects: age, undergraduate level, work experience, and/or responsible duties in the workplace, position, work location, desirable intentions for further study at the graduate level, etc. As National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)) provided national education guidelines that responded to the individual differences in section 26, educational institutions shall assess learners' performance through observation of their development, personal conduct, learning behavior and participation in activities. The results of the tests accompanying the teaching-learning process commensurate with the different levels and types of education. Therefore, learning management must realize that with regard to the individual differences focused on each student, that they must encourage students to discover and express their own self-potential. Teachers should study students' information individually in planning their teaching and learning activities and developing students in various fields that are appropriate with the differences of each student.

2. The model of activity management based on work-integrated learning to enhance educational administrative leadership for graduate students majoring in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University, was created with components according to the specified scope of content. The verification results of suitability was overall at the highest level. The overall feasibility level was overall at a high level higher than the specified criteria. This may be due to the development model passed of the several steps of process, including the study of the problem conditions for activity management to enhance educational administrative leadership implemented throughout the period of courses in three academic years. In addition, the study of guidelines for activity management enhanced educational administrative leadership from all stakeholders



by brain-storming from specialists, experiences, and experts of educational administration which had a method for activity management to enhance educational administrative leadership. The characteristics were: 1) integrated learning management in various courses, 2) management the development activities 3) management the development projects, and 4) cultivation by integrating with normal work in student workplaces. The data was applied from the evaluation results of implementing the courses to compose a draft that caused the model to be suitability and feasibility passing the determined criteria. This was in accordance with the principles of creating and developing the model of Srisa-ard and Srisa-ard (2009, pp. 41-46) which had the concept of developing the model. The works were examined through: studying the relevant knowledge, documents, related research, and field studies to bring the obtained results to draft the model; calculating the reliability of the model by checking the consistency index of the content of the model according to the specified components, suitability and feasibility; and implementing the model in the real situations. As the instruction manual of the model had the verification results of suitability and feasibility overall at the highest level, higher than the determined criteria, this may be due to the preparation of all sections of persons who involved with the development of students to be the collaborators to create, to share and to participate in the evaluation. This should be done after implementing instruction manual and manual components, synthesized from various agencies to define a content framework according to the components completely resulting to the model user understanding the practical procedures. It can be used very well in accordance with the principles of participation from all stakeholders such as the curriculum responsible persons, administrators of Professional Practicum Centers, school administrators having practicum students, graduate students who had already graduated, and current students. This was in consistent with Chinintron and Plaimart (2010, pp. 1056-1063) who studied the success factors of work-integrated learning (WiL) on Higher Education in Thailand. The results showed that success factors of management WiL consisting of two factors: Key Success Factors (KSFs) on cooperation and Critical Success Factors (CSFs) on management. The three KSFs were institution, industry and professional association. The six CSFs were curriculum, pedagogy, teacher, learner, industry and financial.

3. According to the evaluation results of implementing model and instruction manual for activity management based on work-integrated learning to enhance educational administrative leadership for graduate students majoring in Educational Administration, Educational Program, Faculty of Education, Chiang Mai University, it was found that it was suitability, not to be obstacles to the administration of educational institutions. Those results may be due to at least three reasons. 1) A meeting was held to clarify for understanding before the target group implemented the model and instruction manual in real situation with various schedule notifications. 2) The model was designed for the school director to be free in planning various activity management through assignment of workloads, meeting and discussing, supervising, monitoring, giving recommendations for practicum skills, administrative process skills, including the characteristics. This operation is the performance according to the regular roles of the school administrators to teachers. It was only the different roles to the teachers as the practicum students had the intention and the determined goal to be the school administrators in the future when they had fully qualified. 3) The practicum students had opportunities to express their abilities by applying knowledge accumulated from the theoretical study to work in the responsible roles. If in doubt, they can discuss with the school directors to enable the obtained experiences completely. Therefore, the implementation of model and instruction manual did not interfere with the administration of educational institutions in any way. This is in consistent with the research study of Wiwangsue et al. (2017) who had studied Guideline for education management of work-integrated

learning (WiL) for tourism industry. The research findings showed that the learners' work experience benefits, and the challenge of work-integrated learning (WiL) was to prepare the learners for work in the future. However, if there was no cooperation from the school administrators, teachers and educational personnel in the educational institutions in studying the results of the model implementation, it might not be effective which would affect the further administrative profession. Due to the determination of teachers without administrative experiences were promoted in the position of school administrators directly, it would make the school administrators lack administrative experiences (The Secretariat of the Senate, 2016, p. 8).

4. According to the evaluation results of educational administrative leadership for graduate students consisted of the evaluation results of six characteristics of good administrators, it showed that all aspects of characteristics and overall were at the highest level. Regarding eight skills and administrative processes, it was found that all aspects and overall were at the highest level. This may be due to activities that develop the characteristics of good administrators. They consisted of six aspects as follows: 1) ideology in loving educational administrative leadership, 2) commitment and attention to quality, 3) morality and compassion, 4) emotion and peace of mind, 5) humility, and 6) progressive love and avidity for learning resulting the cultivation fostering since becoming good teachers, having commitment, paying attention to the work, getting the opportunity and supporting to study at the master degree level, major in educational administration. Moreover, some students got scholarships from their affiliated organizations, showing progressive love and avidity for learning while activity management in various courses than other students. Not only the students had studied the contents of the curriculum, but also had undertaken various activities by themselves, small groups, and large groups, with classmates who were different, including age, position, job position, work place, and teamwork. In addition, there were relationship activities with seniors, faculty lecturers, lecturers in different faculties and institutions which enhancing those characteristics to make students feel good emotion, peace of mind, and humility.

The skills and administrative processes consisted of eight aspects as follows: 1) strategic management, 2) risk management, 3) decision making, 4) academic leadership, 5) creative thinking, 6) human resources management, 7) flexibility and adaptability, and 8) network building. Such aspects were caused by having the opportunity to be trained and actually work in their own educational institutions after learning and training in various courses that the faculty lecturers had managed in the classroom learning process, had exchanged with regard to their knowledge, analysis, critiques, case studies or the work of the master school in various fields, including passing the professional practicum in educational administration in both the office of Educational Service Area and the master schools. Thus, the evaluation results of the skills and administrative processes were in accordance with the principles of work-integrated learning and career-ready students combined with the professional experiences outside the classroom and learning inside the classroom (Kramer and Usher, 2011). The learning process in the model of 'work integrated learning' referred to situations where students spend time in a workplace setting, for example, 'cooperative learning', 'internship', 'practicum placement', 'work practice', 'work-based learning', to mention but a few. For the time being, 'work integrated learning' (WiL) seems to be most apt for describing programs where academic and professional learning are situated together within the work environment as part of a student's formal course of study (Franz, 2007). It also provided opportunities for work-integrated learning that facilitate student transition to professional practice as significant aspects of its aim "to provide outstanding learning environments and programs that lead to excellent outcomes for graduates, enabling them to work in, and guide, a world characterized by increasing change. Martin and Hughes (2009) also stated that developing work integrated



learning experiences provided a bridge for the student between their academic present and their professional future – it provided an opportunity to apply and merge theoretical knowledge gained in academic studies to “real world” workplace practical experiences, and prepared the student for a career by providing an opportunity to develop relevant professional skills. Similarly, Cooper et al. (2010, p. 8) studied the demand for work-ready graduates, who were familiar with organizational practices in the workplace, and determined the demand was increasing, and so the need for greater work integrated learning (WiL) was a growing concern for the education sector. With globalization of higher education and the cultural and linguistic challenges this brings, WiL had become a core strategic issue for many organizations.

Recommendations

Recommendations for Application Research Findings:

1. Faculty lecturers who were responsible for the course curriculum should define the desirable characteristics of educational administrators, including the definition and behavioral indicators in each characteristics more clearly. They should determine criteria for evaluation as well as the preparation of regulations for measuring and evaluating educational administrators and students' competencies for the Master of Education, Education Program, Major in Educational Administration.
2. The responsible committees for the development of educational administrative leadership for graduate students should study the definition and behavioral indicators of educational administrative leadership, analyze, synthesis to develop activity management in various areas to cover all issues. In terms of integration with the learning process, professional practicum, work integrated learning (WiL), and self-development of students should provide a variety of complete activities as well as periodic and final evaluations after development.
3. Faculty lecturers in each course should analyze the course definitions, descriptions, objectives, content area, knowledge, skills, competencies and characteristics of educational administrative leadership focusing on the course curriculum that they are responsible for. This could be clearly done by analyzing any desirable characteristics leading toward work integrated learning (WiL) and the learning process, students development activities or creating projects to develop the educational administrative leadership and by using activities that can be integrated with the students' normal workload in educational institutions.

Recommendations for the Further Research

1. There should be additional research to advance the model of competency development as an educational administration innovator for graduate students, major of Educational Administration.
2. There should be additional research to develop guidelines or models focused on developing desirable characteristics for graduate students majoring in Educational Administration to become digital educational administrators or administrators fostering students to create innovations.

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