

**RESEARCH AND DEVELOPMENT OF AN ACADEMIC COMPETENCY  
ENHANCEMENT MODEL USING FULLAN'S STRATEGIES FOR  
ORGANIZATIONAL RESTRUCTURING FOR ELEMENTARY SCHOOL  
TEACHERS**

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**Abstract**

The study aimed to develop an academic competency enhancement (ACE) model using Fullan's strategies for organizational restructuring for elementary school teachers and to study quality of the developed model. The academic competency expected from the involved teachers referred to competency in instructional management, academic leadership, and professional development. This model was developed through researching related documents and conducting fieldwork. The quality of the model was certified by selected 5 academic experts. Twenty four through participation observation with in-dept interviews, focus group interview, dialogue, and personal reflective journal techniques.

The ACE Model was composed of three essential elements: a) the rational and objectives of model, emphasizing on positive but quality supports from members in a small and tight knitted teacher unit, b) the strategic plans emphasizing on caring goal sharing and caring-trust respect performance with collaborative learning culture, and c) school-based implementation for the restructuring of the learning and collaborative working culture.

After the model was implemented: 1) the 24 teachers involved showed higher academic competencies in all three expectations, 2) the idea of student learning improvement and 3) school as a professional community.

**Keywords:** Academic Competency, Organizational Restructuring, Elementary School

**Introduction**

At present, the social phenomenon condition had a progress of rapidly high technology and communication in which was affected on global worldwide society at large. It was adaptability toward all time change in touch with educational institution and social institution throughout human asset preparation readiness to encounter contingency situation. It must adjust of structural reformation era by means of changing taking place abruptly. (NSBA, 2004) Assumed organizational structure was not facilitated with performance operation; therefore, the efficiency was not contributed with performance result including conducting obstacle with a view toward achievement attainment goal. (Elmore, 2006: 6) Consequently, organizational structure had ever been a component in line with important factor toward educational quality development into 21<sup>st</sup> century. Later, learning management had ever been focused on appropriate internal classroom that was meant course curriculum syllabus and learning management methodology so as to develop achievement result of learner proliferation increasingly. Its cover was crucial skill development in progress on account of present global world change (Chub & Moe, 1992) with a view toward school structuring adaptability having

emphasized on obvious changing of learning techniques. Also, learning techniques were from manual toward development, procedure implementation and new teaching review. (Fullan, 1995: 252) These explanations were involved with role model teacher in direction with reformation teacher and lecturer throughout academic performance creativity. Its cover was application from several techniques of teaching of innovation, learning management on accordance with proliferation efficiency so long. (Phrue Siribanphitak, B.E.2546: A) Moreover, teacher role must adjust with a view toward quality and quantitative figure so as to being agreement from self development so as to accrue both knowledge & competencies and crucial skills. Given this reason, its cover was serious performance accountability and performance achievement along way with role and obligation expression toward behaviors series accordingly that was called of competence. And the competencies required for teaching of leader teachers was called academic competency which was meant series of group behavior having expressed into knowledge, skill and academic capability in which was composed of 1) teaching competency 2) leadership competency such as planning, communication and team working and 3) self discipline development of career professional progress. (Pimpun Dechakooop & Pornthip Khangkhun. B.E.2550: 402-407; Samlee Thongtue, B.E. 2545 B; Wisconsin Department of Public Instruction, 2000; Ornstein & Lasley, 2000: 51-52; The Interstate New Teacher Assessment and Support Consortium cite in Troutman, 2005)

Accordingly, primary school teacher of problem survey was involved with department territory of educational area, Bangkok had been found operational routine activities both teaching task and other chores of assignment variety. Also, teacher must devote a time toward teaching so as to develop learning development of student lessen; consequently, quality assessment report and standard from student at fundamental educational learning in which found competencies of academic performance at dissatisfaction level, studying achievement result of not pass standard indicator determination throughout average scoring in all subject not over 50% (Secretariat Department of Educational Council, B.E. 2551: 21) from appraisal result. It was pinpointed that teacher had not still been a knowledge competencies, comprehension understanding toward implementation. In addition, it was found that teacher performance had been lack off advisor model, coaching and spiritual motivation colleagues. Actually, they felt lonely from working atmosphere in terms of working experiences surrounding conflict each other teacher also. In addition, teacher and committee delegacies were involved with task administration working experiences for division of labor. Above according conflict, it reflected into structure and internal environment organization having facilitated with obligation duties of self system. Certainly, it was very important factor toward performance behavioral actions underneath school mechanistic of interaction with a view toward related officers throughout curriculum and teaching paradigm.

This paper research was a conceptual framework study of component analysis of competencies from academy in which was composed of structuring and characteristic organization, surrounding environment of organization both of atmosphere and culture internal organization, academic competencies of primary school teachers including important principle led toward successful for enhancement primary academic competencies of teachers. Moreover, this information was concrete figure toward important principle and key success of structuring component paradigm throughout primary school students. It was operated with concrete abstract having involved with empowerment relationship of competencies of academic teacher and new organizational structuring with a view toward direct and indirect learning development's student both organizational development approach toward leading learning organization in progress.

### **Related Theory and Research Concept**

Certainly, researcher had implemented into development principle in which was composed of school-based development, collaboration, adult learning theory and the theory of experiential learning so as to fundamental based toward strategic formulation as summarized content follow.

**1. School based development** was a development throughout school and life style of teacher role model obligation performance normally. It was authentically problem contingency situation problem & need satisfaction from development principle and belief philosophy base such as love, trust and confidence, good neighboring each others throughout school teacher in who was mutual thinking officer, cooperative studying officer, planner and developer by means of school owner having emphasized on action implementation official including in-class learning seriously. It was covered with PDCA: Plan, Do, Check, Act procedure into development and follow up of observation & result appraisal by means of several methodology and continuous activities. (Wohlstetter, 1995: 1; Cheng, 1996: 44; Phrue Siribanpithak and Oraphun Pornsima, B.E. 2547: 16-17) which was involved with related contents as follow.

### **1.1 Organizational Structure**

The important principle was along way with organizational structure paradigm in which was Fullan's model & theory (Fullan, 1996: 47-48; National Commission, 1994 cite in Fullan, 1995: 233) had been suggested as pillar explanation (1) organizational reengineering structure of effect result toward internal management throughout school based learning paradigm administration (2) being adjustment of teacher flexibility working (3) procedure for problem resolution in aspect with academic task and problem from school (4) being adaptability toward encouragement cause from teaching development and team working and (5) being of spiritual empowerment into internal organization and another organization so as to being empowerment in several perspective from external natural resources administration.

### **1.2 Organizational Internal Environment** was composed of

1.2.1 Working atmosphere was focused on team climate in which was constructed into knowledge exchange of intensive relationship that emphasized on support and interaction between peer colleague or peer process. Also, it was covered that traditional knowledge experience in direction with working performance implementation, multiple communication, willingness of cooperative team working and so on. It was objective to pinpoint & target orientation each of confident, collaborative decision making participation to find cause and revision resolution. Also, it was independent to express point of view and new opinion expression including opinion agreement or critical comment of others. (Nonaka & Takeuchi, 1995: 71; Roueche & Baker, 1987; Davis, 1981; Stein & Steinhoff, 1963 cite in Owen, 1991)

1.2.2 Organizational culture had a traditional scheme & initiative norm, value, tradition, ideology, behavior, understanding and a number of people hypothesis toward organizational pragmatic practices. This orientation was aimed to guideline of problem resolution approach including development from generation to generation toward official acceptance. Also, it was become toward generated allocation of heritage transformation for the next generation, organizational culture characteristic conditions toward empowerment achievement. It was such a constructive styles in which member had encouraged toward other interaction throughout helpful each others characteristic, satisfaction emphasis of official into organization. (Cameron & Ettington, 1988; Cook & Lafferty, 1989; Schein, 1992)

**2. Collaboration** was defined toward working performance style more than 2 person upper that had a equality level in terms of responsibility and volunteer association for thinking exchange so as to pinpoint mutual collaborative target. (Dillon, 2008; Sevier Country School System, 2008)

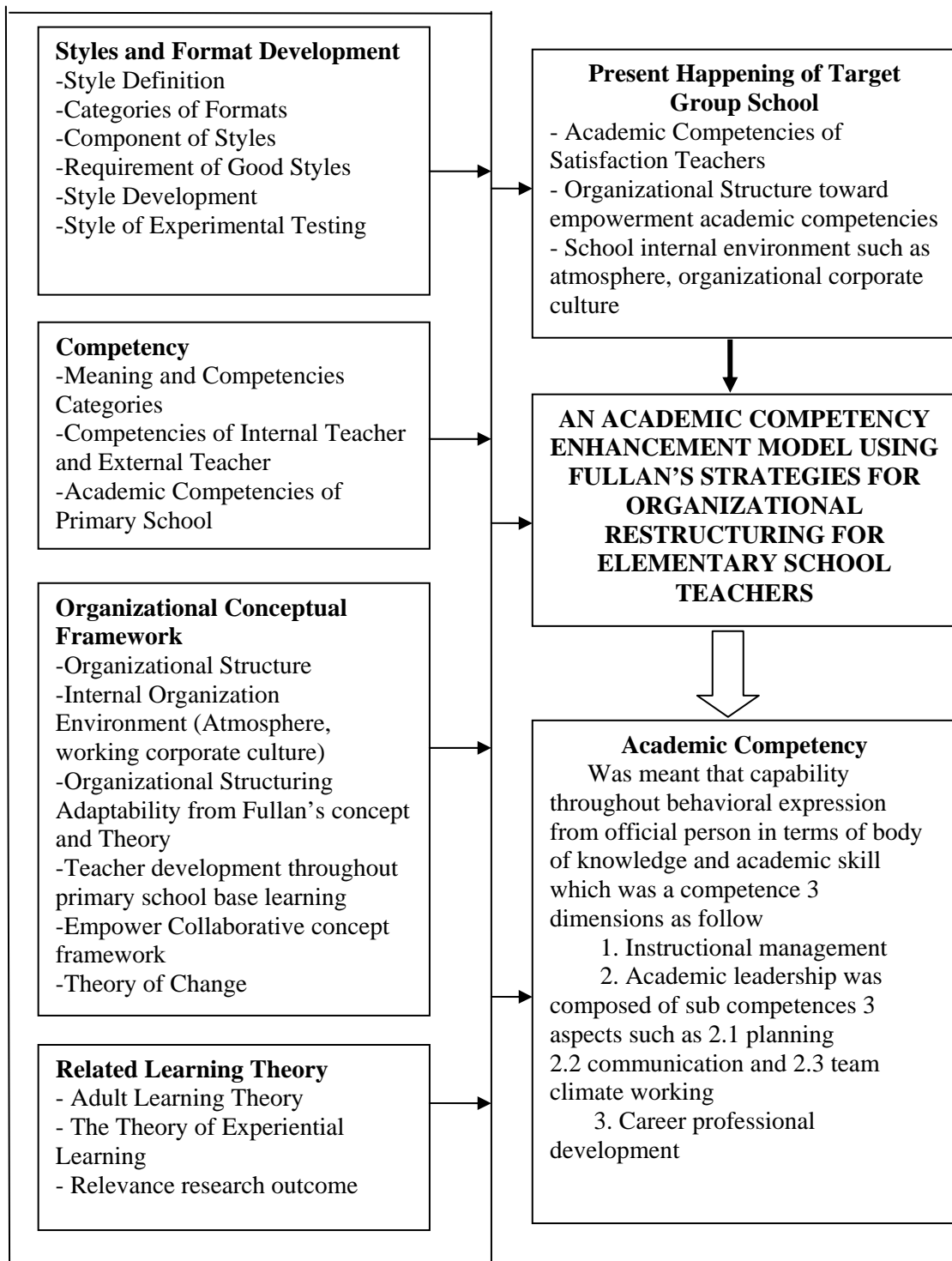
**3. Adult Learning Theory** had a main principle such as 1) adult had a concept and maturity toward high responsibility, independent mind and self control 2) adult had a experiences of readiness toward higher educational level, mind vision activities by means of experiences exchange, body of knowledge and new discovery toward group utility. It was on procedure on account of learning contingency situation construction toward opinion important learning proliferation increasingly and 3) adult learning in touch with adult advantage utility including working experiences life cycle. Moreover, it was emphasized on action based learning paradigm having focused on working task or problem centered approach. (Knowles, 1980; Roger, 1986; Achanya Rattanaubon, B.E.2542)

**4. The Theory of Experiential Learning** was a procedure of studying toward experiences capacity and meaning definition from abstract and innovation discovery. It was throughout consideration scrutiny of cause-result relationship review in which was linkages into traditional information system led toward innovation knowledge creation from experimental action activities. It was ready toward authentically contingency situation and others so as to summarize additional knowledge into conventional body of knowledge at traditional level. (Kolb, 1984)

#### **Research Methodology**

This research paper was aimed to study and develop style of an academic competency enhancement in perspective dimension from primary school teacher. Also, it was field working research in which was used qualitative research methodology and research design in case of multiple cases study. Actually, research methodology procedure was objective purpose toward monitor situation events, beliefs, attitudes and policies that was caused into another phenomenon. (Marshall and Rossman, 1995: 41) A target group of population was primary school teacher, Bangkok educational area, and official department territory. It was established with change agent leadership toward initiative scheme project since B.E. 2550 and different size three schools such as extraordinary big size school, big size school and small size school throughout learning teacher of selective at eight people total twenty four people toward a conceptual framework of research as follow.

## Research Conceptual Framework



## Research Result

This research is collecting data from field research in the area. The evidences from teachers' performance indicate that the model of using Fullan's strategies for organizational restructuring is practical and applicable to enhance academic competency for elementary school teachers. The Model was composed of three essential elements: a) the rational and objectives of model, emphasizing on positive but quality supports from members in a small and tight knitted teacher unit, b) the strategic plans emphasizing on caring goal sharing and caring-trust respect performance with collaborative learning culture, and c) school-based implementation for the restructuring of the learning and collaborative working culture. After the model was implemented, the twenty four teachers involved showed higher academic competencies in all three expectations, which verified the idea of student learning improvement and school as a professional community

## Suggestion

The results from the study research suggest some useful guidelines as the following.

1. Executive administration was trigger and fostered toward moving forward empowerment by means of competences potential throughout academic orientation for teachers.
2. Leadership approach was along way with researcher that was very important of researcher such as learner, coaching pragmatic officer, encouragement motivation empower official by means of participative and continuous learning.
3. Co-researcher had been ever eager & curious toward learning procedure and member body of knowledge exchange, performance working of evidence after laboratory practices of learning classroom.

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