

Causes and Effects of Educational Innovation in Thailand Public University

Tidathip Panrod

Faculty of Management Science,
Silpakorn University, Thailand
tamnarukjung@gmail.com

Abstract - The objectives of this paper were: 1) to study the definition and forms of Educational Innovation in Thailand Public University; 2) to study factors affected to Educational Innovation in Thailand Public University; and 3) to study effects of Educational Innovation in Thailand Public University. Data were collected by questionnaires from 250 academic officers of a leading public university in Thailand, analyzed in the forms of mean, percentage and standard deviation for descriptive statistics and used inferential statistics by Simple regression and Person's correlation coefficient testing.

The research found that: 1) Educational Innovation consists of 3 components: Newness, Economic Benefits and Knowledge and Creativity Idea. It displays in 5 forms: Curriculum Innovation, Learning Innovation, Media of teaching Innovation, Evaluation Innovation and Management Innovation, 2) For Internal factors: Leader is the highest factor, like Technology from external factor group affected to Educational Innovation, and 3) Educational Innovation related to all aspects especially in Education effect and Social effect.

Keywords - Educational Innovation, Thailand Public University, Internal Factors, External Factors

I. INTRODUCTION

Arranging educational management of each university required many input resources such as, target and objective, strategic policy, implementation measure, facility, student and educational process for producing the educated

people. These factors were influenced by the environment like a government policy, modern life style attitude and technological change. There are many risk factors that affected the situation of risk in many universities including public university during educational management process.

As regards government educational policy, Thai public university is now going to be out of system, under regulation, or in other word becoming private university. Most of the faculties of this university, especially the new born faculties tried to have more students in order to get more income to support them as they lacked of government financial support. This was the turning point that leads the public university to the market competition between each of educational institutions.

The educational quality involved in educational risk management. It came from many sources like executive command, decentralization of administration, resourcefulness, corruption, ethical behavior, participation & monitoring and the management process of the university. When these risk factors happened, they affected the university operation and their final goal.

By educational innovation development, some of public universities can survive and thrive from the serious situation and be able to confront with the changing society on the way to the next decade of Thailand education. This research try to find out what are causes and effects of educational innovation, one of the key factor affecting educational risk management by applying Thailand Public University as a case study.

II. RESEARCH OBJECTIVES

1) To study the definition and forms of Educational Innovation in Thailand Public University.

2) To study factors affected to Educational Innovation in Thailand Public University.

3) To study factors related to Educational Innovation in Thailand Public University.

III. RESEARCH ASSUMPTION

1) Internal factors have affected to Educational innovation.

2) External factors have affected to Educational innovation.

3) Affected aspects have related to Educational innovation.

IV. SCOPE OF STUDY

A. Content Scope

This research emphasized on the study of the Internal factors (Leader, Policy, Facility and Knowledge Management) and the External factors (Social, Policy, Economic, Legal and Technology) that affected to Educational innovation. The Affected aspects (Education, Social, Economic, Psychology) related to Educational innovation in Thailand Public University.

B. Population Scope

This research used the samples size calculated from the population who are academic officers of a leading public university in Thailand.

C. Time Period Scope

This research has done the survey for 8 Months from November 2016 - June 2017.

V. LITERATURE REVIEW

Donald (1990), studied conditions that facilitate the implementation of Educational Technology Innovations. He suggested eight conditions that consist of dissatisfaction with

the status quo, knowledge and skills, resources, time, rewards, participation, commitment, and leadership.

Elias et al. (2003), studied implementation, sustainability and Scaling up of social emotional and academic innovation in public school. They conclude 3 point: the need to prepare professionals with the array of skills needed to lead efforts at scaling up school reform, the importance of an action – research perspective and the need to better document the stories of educational innovation.

Janssen et al. (2013), presented how to make innovation practical. This study was designed as an analytical essay that theorizers teaching practice, teacher reasoning and a bridging methodology for connecting teaching practice with specific educational innovations.

Konings et al. (2007), focused on teachers' perceptions of a Dutch innovative learning environment that called the "Second Phase" in Teachers' perspectives on innovations: Implication for education design.

Rattanapongpinyo (2014), found that the lesson from the educational risk management of Thai public university experience, it displayed that even though the executive tried to solve current problem, the visions for educational development was unclear and the strategic policy was also dominated by the leader without having community participation or monitoring in The Lesson from the Educational Risk Management Experience of Thai Public University.

Wright et al. (2008), studied the important of promoting stakeholder acceptance of education innovations. They investigated difficulties in implementing education in innovations, and suggested possible strategies for educator.

VI. RESEARCH METHODOLOGY

A. Area Selection

This study was a quantitative research. It was studied in the form of survey research. The sample group was selected from academic

officers of a leading public university in Thailand.

B. Source of Information

Based on the total population number of Educational officer of a public university in Thailand are 18,519 people. This research determined the sample sizes by Taro Yamane's approach that calculated to about 400 samples as a result but returned questionnaires to 250. The data collection used questionnaire to gather primary source information.

VII. RESEARCH TOOLS

The researcher used questionnaire and research guideline as a tool to collect data from academic officers of a leading public university in Thailand. In the questionnaire structure, it divided to 5 parts that Internal factors, External factors, Educational innovation, Affected aspects and the other related suggestions for the open-end part. This questionnaire and research guideline developed from the related researches and tested by 30 academic officers of a leading public university in Thailand that exclude the samples. In addition, the return research tools were calculated by Cronbach's Alpha Coefficient, the outcome of total questions was 0.87 for confidence interval.

VIII. DATA ANALYSIS

All of questionnaire data were calculated by the SPSS, the results were analyzed and shown in the forms of percentage, mean and standard deviation for descriptive statistics. Then the Educational Innovation consists of 3 components: Newness, Economic Benefits and Knowledge and Creativity Idea. And have 5 forms: Curriculum Innovation, Learning Innovation, Media of teaching Innovation, Evaluation Innovation and Management Innovation. Besides, this research had hypothesis testing: firstly, for Internal and External factors affected to Educational innovation was tested with Simple regression, and secondly for Affected aspects related to Educational innovation was tested with Pearson's correlation coefficients.

IX. RESEARCH RESULTS

A. To Study the Definition and Forms of Educational Innovation in Thailand Public University.

Educational Innovation composes of:

1) Newness means the new thing develop from product, service or process that improved from traditional or created something.

2) Economic Benefits means innovation must be able to add value to the development of new things, the benefits that can be measured by directly in the money or not directly.

3) Knowledge and Creativity Idea means innovative things must come from the use of knowledge and creativity as the basis of development. It's not imitation or repetition

Forms of Educational Innovation were:

1) Curriculum Innovation is the new method to develop curriculum in accordance with local environment and serve the needs of teaching more. Because the curriculum always change in accordance with the technological, social and economic.

2) Learning Innovation is improvements and develop new teaching methods. That can meet individual learner Centered Learning Participatory learning and Problem solving learning.

3) Media of teaching Innovation is bringing the potential of modern technology into the production of teaching media such as self study, group study and mass education.

4) Evaluation Innovation is using as a tool to measure and evaluate efficiently and quickly. The application of computer programs to support the measurement and evaluate the results of teacher education institutions.

5) Management Innovation is using of innovations related to the use of information to help manage the decision of the administrators

for changing situation in the world.

B. To Study Factors Affected to Educational Innovation in Thailand Public University

From the literature reviews and hypothesis testing, it revealed that internal factors: Leader is the highest factor ($\bar{x} = 3.8$, S.D. = 0.72). For external factors: Technology is the highest factor ($\bar{x} = 3.2$, S.D. = 0.84). In over all, internal factors have influenced to Educational innovation more than external factors by R^2 adj. = 0.76 and R^2 adj. = 0.64 consecutively.

C. To Study Factors Related to Educational Innovation in Thailand Public University

The research shown that Education effect and Social effect related to Educational Innovation on 0.83 and 0.76 with Pearson's correlation coefficients at 0.05 significant levels.

X. RESEARCH DISCUSSION

A. The Definition and Forms of Educational Innovation in Thailand Public University

Educational Innovation means to take a new thing that cover thinking, method, acting or inventing something does not happen before or develop from traditional by using concept, theory testing until receive trust and taking to create the learning efficiency. The finding out for 3 compositions and 5 forms of Educational Innovation derived from Aujirapongpan (1990).

B. Factors Affected to Educational Innovation in Thailand Public University

This research open that Leader is the highest factor among the other internal factors affected to Educational Innovation in Thailand Public University, the result conform to many studies like Ely (1990) and Wright, et al. (2008). These two papers concentrated in study about Factors and Conditions that facilitate the implementation of educational technology innovations and founded that leader vision is the most importance.

For external factors, technology play role as the key factor influences to Educational Innovation in Thailand Public University that

consist with Thongwan (2010), Pakdeela (2011) and Phongsichomphu, et al. (2013) whose researches suggested about technology learning environment can support innovation organization development.

C. Factors Related to Educational Innovation in Thailand Public University

Educational Innovation in Thailand Public University correlate with many aspects but Education effect and Social effect have been directly effects because when the social context change, the new generation must turn to the new thought, Educational Innovation may have two functions: as a generator and as a receiver affects at the same time. This conclusion accord with paper of Siripatrachai (2013).

XI. CONCLUSION

The research results displayed that Educational Innovation consists of 3 components: Newness, Economic Benefits and Knowledge and Creativity Idea. And have 5 forms: Curriculum Innovation, Learning Innovation, Media of teaching Innovation, Evaluation Innovation and Management Innovation. Then, internal factors: Leader is the highest factor, like Technology from external factor group affected to Educational Innovation. Finally, Educational Innovation related to all aspects especially in Education effect and Social effect.

XII. RECOMMENDATION

This research has suggested that the central government officers should determine a policy for preparing and promoting the educational institution leader who have a vision that response to the dynamic changing, meanwhile they must invest in up to date innovation technology and set a development program for educational people using these instruments. For Educational innovation, the leader should concentrate in education aspects especially in the 21st century learning skills.

XIII. ACKNOWLEDGMENT

Thanks for impression and cooperation from all of the informants. This research is worth to the society, the researcher would dedicate this worthiness to all grateful and respectful related people. However, any mistakes happened in this research, the researcher would like to accept humbly and apologize for any inconvenience.

REFERENCES

(Arranged in the order of citation in the same fashion as the case of Footnotes.)

- [1] Aujirapongpan, S. and et al. (1990). "Innovation: Definitions, Types and Importance for the Entrepreneurs". *Thammasat Journal of Business Administration*, Vol. 128, pp. 49-65.
- [2] Ely, D.P. (1990). "Conditions that Facilitate the Implementation of Educational Technology Innovations". *Journal of Research on Computing in Education*, Vol. 23, pp. 298-305.
- [3] Elias, J.M. and et al. (2003). "Implementation, Sustainability and Scaling up of Social Emotional and Academic Innovation in Public School". *School Psychology Review*, Vol. 32, pp. 303-319.
- [4] Fongsri, P. (2011). "The Evaluation of Educational Management". Thailand, Bangkok: Dhansuttha Printing Co., Ltd.
- [5] Janssen, F. and et al. (2013). "How to Make Innovation Practical". *Teachers College Record*, Vol. 115, pp. 225-236.
- [6] Konings, D.K. and et al. (2007). "Teachers' Perceptions of a Dutch Innovative Learning Environment Design". *Teaching and Teacher Education*, Vol. 23, pp. 985-997.
- [7] Mongkolvanich, J. (2012). "The Administration of Educational Organization and Personnel". Thailand, Bangkok: V Print (1991) Co., Ltd.
- [8] Pakdeelao, W. (2011). "The Study of Characteristics of Innovative Organization: Case Study from Awarded Organizations". Thesis of M.Sc. (Human Resource and Organization Development), National Institute of Development Administration, Bangkok, Thailand.
- [9] Phongsichomphu, W. and et al. (2013). "Factors Affecting Learning Organization and Innovative Organization". *Academic Services Journal*, Vol. 24, pp. 159-186.
- [10] Rattanapongpinyo, T. (2014). "The Lesson from the Educational Risk Management of Thai Public University". *Silpakorn University, Journal of Social Sciences, Humanities, and Arts*, Vol. 14, pp. 65-77.
- [11] Siripatrachai, P. (2013). "STEM Education and 21st Century Skills Development". *Executive Journal*, Vol. 33, pp. 49-56.
- [12] Thongwan, K. (2010). "Relationship of Support Factors to Knowledge and Innovation Organization: A Case study of National Science and Technology Development Agency". *Thammasat Journal of Business Administration*, Vol. 128, pp. 34-48.
- [13] Wright, E.R. and et al. (2008). "The Important of Promoting Stakeholder Acceptance of Education Innovations". *The Education Forum*, Vol. 115, pp. 628-639.