

Guidelines for administration of the inter-organization cooperative networks to promote Chinese language teaching management in private schools

Kajornwan Pookajorn¹, Sathiraporn Chaowachai², Vithaya Jansila³

^{1,2,3} Faculty of Education, Naresuan University, Tha Pho, 65000, Phitsanulok, Thailand

* Kajornwan_p@hotmail.com

ABSTRACT

This research aimed to study the conditions and guidelines for promoting the administration of inter-organization cooperative networks to promote the management of Chinese language teaching in private schools. The sample of this research was educational institution administrators and teachers in private schools with Chinese language instruction and a network of cooperation between organizations. The sample size was 97 individuals, obtained based a purposive sampling from a cooperative network organization in the management of Chinese language teaching and interviewing five experts who had qualifications as a director or school administrator of a private educational institution, under the Office of the Private Education Commission (OPEC) that offered Chinese language courses who had at least 5 years of administrative. The instrument used for data collection was a questionnaire on the state of cooperation networks among organizations to promote the management of Chinese language teaching in private schools. The data were analyzed for mean and SD standard deviation, and the interview results were analyzed for content. The research results were found that: 1) The management of a cooperative network between organizations to promote the management of Chinese language teaching in private schools in overall was at a high level ($\bar{x} = 3.95$). When individual aspects were considered, it was found that it was at a high level in all aspects. Network management was the highest mean ($\bar{x} = 4.18$). 2). The guidelines for promoting the administration of inter-organization cooperative networks to promote the management of Chinese language teaching in private schools consisted of 5 areas: raising awareness of common goals, coordination of organizational units in cooperation, building a commitment to a cooperation network, development of relationships with agencies, organizations, and networks, and network management.

Keywords

Administration, corporate cooperation network, Chinese language teaching management, private school.

Introduction

Pursuant to the Education Reform under the National Education Act B.E. 2542 (1999) and its amendments (No. 2) B.E. 2545, the provisions prescribed educational changes in Thailand in terms of rights and freedoms of people equally. The principles have been aligned with the core concepts in managing Education for All and all sections were involved in the provision of education as a fundamental principle that was recognized around the world (Office of the Basic Education Commission, 2008) [1]. It can be said that education was the cornerstone of the country's development. The People's Republic of China was a huge market where international businessmen wanted to join and invest in joint ventures, as the number of consumers was the number 1 in the world. This chisel made Mandarin Chinese the most widely used language. Therefore, it was important to play a role in both trade and investment with China that should be known as "Chinese". Currently, the great powers such as the United States, Japan, or Korea have given priority and sent a large number of students to study Chinese. Thailand also has signed an intergovernmental agreement under cultural and language cooperation to support the management of Chinese language teaching in Thailand (Secretary-General of the Education Council, 2016) [2].

At present, there is a great awareness of Chinese language learning among students and practitioners. It was found that at present there were more and more schools in all affiliations providing the teaching of Chinese language continuously. However, the teaching and learning

management still faced many problems and lack of readiness such as lack of clear curriculum and policy for teaching and learning and lack of qualified educational personnel. The teaching and learning textbooks in Thailand were few and not diverse, including the lack of continuity, and lack of motivation to promote the use of Chinese language outside of class. Volunteer Chinese teachers could not speak Thai, causing learning disruption. When students do not understand, they get bored. The teaching was too commercial focused in the tutor format, as well as the content on competitive examinations, but not in everyday use. The Chairman of the Committee for Promotion of Chinese Language Teaching in Thailand spoke of the importance that Thailand had to learn more Chinese people and explained that learning Chinese was not only useful for doing business with China but it was also a way to learn traditions and cultures. It was important to have a qualified teacher, but this time, teachers were often difficult to understand and make them less interested. While the teachers who were good at teaching had a way to teach children to learn and felt easy and fun. Realizing this necessity, the Ministry of Education has formulated a strategic plan to promote Chinese language teaching in order to increase the country's competitiveness (2016-2010) by receiving cooperation and useful comments from both public and private stakeholders to create understanding and consider ways to promote Chinese language teaching together in order to build readiness and strength in development of teaching Chinese. The Academic Department would prepare the curriculum for teaching

Chinese at various levels to be complete so that Thai people can use the Chinese language. (Secretary-General of the Education Council, 2016) [2].

From the current situation where parents focus on Chinese and encourage their children to learn Chinese seriously, all educational establishments have to develop their own quality. In particular, private schools have to develop the school into an organization which has to create quality teaching standards. The above information reflects the importance of cooperation among organizations that provide teaching and learning of the Chinese language in private schools. Therefore, creating an organization's network of cooperation is another important tool in the administration to develop academic work.

Efficient management of Chinese language teaching. Therefore, the researcher was interested in studying ways to promote the administration of cooperation networks among organizations to promote the management of Chinese language teaching in private schools to lead to the development of cooperation network administration and to develop personnel to be of appropriate quality in the management of further Chinese language teaching for private schools.

Objectives

1. To study the administration of inter-organization cooperative networks to promote the management of Chinese language teaching in private schools.
2. To study guidelines to promote the administration of inter-organization cooperative networks to promote the management of Chinese language teaching in private schools.

Materials and Methods

2.1 Study area

Step 1: Study the management of inter-organization cooperative networks to promote the teaching and learning of Chinese in private schools. The population was the educational institution administrators and teachers in the private schools that manage the Chinese language teaching and had a cooperative network between organizations. Step 2: Study the guidelines for promoting the administration of a cooperative network between organizations to promote the management of Chinese language teaching in private schools and interviewing 5 experts.

2.2 Research design

The first step of the study included the quantitative method while the second step of the study included the qualitative method of research. Step 1: Study the administration of a network of cooperation among organizations to promote the management of Chinese language teaching in private schools by surveying the data from questionnaires. Step 2: Study the guidelines for promoting the administration of a cooperative network between organizations to promote the management of Chinese language teaching in private schools by interviewing experts.

2.3. Sample Size and Sampling Technique

The sample group for data collection was educational institution administrators and teachers in private schools with Chinese language instruction and a cooperative network between organizations. The method was obtained

by Purposive Sampling of 97 people from a cooperation network organization in the management of Chinese language teaching. These included the PSIS, Hanban, Qiaoban, Private Chinese Schools Association, foundation, Confucius Institute, the Chinese government. The interviewees were the school director or the government-keeper instead of the director, the school administrator of a private educational institution under the Office of the Private Education Commission (OPEC) that offered Chinese-language courses with administrative experience for at least 5 years, 5 persons, which were acquired by Purposive Sampling.

2.4. Research Instrument and Data Collection

Step 1, The tool used for data collection were questionnaires, administration of the cooperative network between organizations to promote the teaching and learning of Chinese in private schools. The questionnaire was characterized by a 5-level Rating Scale. The researcher used this questionnaire to examine the content validity from 3 experts and selected questions with an IOC value of 0.5 or more. It appeared that IOC values between 0.67-1.00. From the questionnaire to find the Reliability, the confidence was 0.95. For self-contained questionnaires, 97 questionnaires were returned, representing 100%. Step 2, The tool used for data collection was an interview form of guidelines for promoting the administration of a cooperative network between organizations to promote the management of Chinese language teaching in private schools. The tool was structured as a structured interview by contacting the interviewee via telephone and recording the results.

2.5. Data Analysis

Analyzed data on the management of a cooperative network between organizations to promote the management of Chinese language teaching in private schools by using basic

statistics such as mean (\bar{X}), standard deviation (S.D.). With reference 5-point Rating scale, it was divided into 5 equal ranges as 4.50-5.00 as strongly agreed, 3.50-4.49 as agreed, 2.50-3.49 as neutral, 1.50-2.49 as disagree and 1.00-1.49 as strongly disagree (Best & Kahn, 1997). The data analysis for the interview was analyzed using Content analysis and was presented in descriptive form.

2.6. Results

2.6.1 Results of the study of the management of a network of cooperation among organizations to promote the management of Chinese language teaching in private schools.

From Table 1, it showed that the administration of a network of cooperation among organizations to promote the overall management of Chinese language teaching in private schools was at a high level ($\bar{x} = 3.95$). When considered individually, it was found that it was at a high level in all aspects. Network management was the highest mean ($\bar{x} = 4.18$). It was followed by the development of relationships with agencies, organizations, and networks ($\bar{x} = 3.96$), raising awareness of the common goals ($\bar{x} = 3.93$), organizational coordination in cooperation ($\bar{x} = 3.88$), and the cooperative network commitment construction with the lowest mean ($\bar{x} = 3.78$), respectively.

Table 1: Mean scores and standard deviation of the administration of the inter-organization network to promote the management of Chinese language teaching in private schools.

Administration of an inter-organization network to promote the management of Chinese language teaching in private schools	(n=97)		Agreement level
	\bar{x}	S.D.	
1. Raising awareness of common goals	3.93	0.407	High
2. Coordination of organizational units in cooperation	3.88	0.722	High
3. Commitment and cooperation network	3.78	0.797	High
4. Development of relationships with agencies, organizations, networks	3.96	0.556	High
5. Network management	4.18	0.339	High
Total	3.95	0.403	High

2.6.2 The results of the study of guidelines for promoting the administration of a cooperative network between organizations to promote the management of Chinese language teaching in private schools were as follows.

The administration of an inter-organization network to promote the management of Chinese language teaching in private schools found that administrators should do the following

1. Raising awareness of the common goal
 - A meeting should be held to recruit a working group to coordinate the implementation of the cooperation network for the management of Chinese language teaching of private schools.
 - Each organization should support the staff to represent the implementation of the cooperation network between the organizations in the form of a committee of a cooperative network to work together.
 - A joint network operation committee should be held to establish the objectives of managing a network of cooperation among organizations to promote the management of Chinese language teaching in private schools.
 - Operational results should be presented according to the goals of the inter-organization network so that the committees and representatives from all organizations should realize the importance of setting common goals.
2. Coordination of organizational units in cooperation
 - Should create a list of the cooperation network operation committee from each organization and coordinate contact information for convenience in contacting and coordinating activities.
 - The committee should select personnel with appropriate personality, interpersonal, knowledge, and competence in order to coordinate network operations in each organization for efficiency and smooth operation.

- Training should be provided to promote the coordination skills for personnel operating the cooperation network for the management of Chinese language teaching of private schools.

- The network operation committee should organize activities to build a good relationship between the member organizations of the private schools in the management of Chinese language teaching.

- The network operation committee should seek and coordinate additional organizations to support the management of Chinese language teaching of private schools in order to expand cooperation in the management of Chinese language teaching to be more diverse.

3. Commitment and cooperation network

- The cooperation network operation committee should establish and establish a memorandum of understanding (MOU) as a mutual commitment to promote the operation of the cooperation network for the management of private Chinese language schools.

- The cooperation network operation committee should establish objectives, regulations, and practices for joint operations.

- The cooperation network operation committee should clearly define the roles and duties of members of the private schools in the management of Chinese language teaching.

4. Development of relationships with agencies, organizations, networks

- The operation committee and cooperation network members should join together to create a sound network culture that is generous and supportive, especially in academic management and teaching and learning of the Chinese language.

- Should organize activities that encourage members of the private school Chinese language teaching and learning management cooperation network to exchange and learn various methods of Chinese language teaching management regularly.

- Activities that build good relations between members should be organized at least once a month to promote techniques of teaching and learning of Chinese language by private schools to keep up with the current changes and times.

- The organization should arrange a seminar meeting between members who were teachers to summarize and review the benefits of the private schools' teaching and learning in order to develop and improve the teaching and learning guidelines.

- The network should have a team to create innovations, lessons, new media in the private school's teaching, and learning management of Chinese language.

5. Network management

- The operation committee should set up a cooperation network management structure and define the roles of network members to achieve its objectives, namely to promote the management of Chinese language teaching of private schools.

- The operation committee should hold a meeting to plan out operational guidelines to achieve common goals.

- The operation committee should make a clear and up-to-date action plan for the operation of the private school Chinese language teaching cooperation network.

- The operation committee should prepare a manual explaining the roles and duties of the operation to members of the cooperation network.
- The operation committee should thoroughly share information about the management of Chinese language teaching to members of the private school Chinese language teaching cooperation network members.
- When problems arise during the operation of the cooperation network, the operation committee should organize activities to exchange and learn to jointly solve problems and find consensus for all parties equally.
- The operation committee should provide a clear and concrete guideline for monitoring, measuring, and evaluating network performance.

Discussion

The results of this research provided information on promoting the administration of a network of cooperation among organizations to promote the management of Chinese language teaching in private schools. Administrators, teachers, and educational personnel can use information for self-development and apply policy guidelines to develop academic administration to develop and promote Chinese language teaching and to promote network administration collaboration between organizations to further promote the management of Chinese language teaching in private schools. Based on the results of the study, the researcher can discuss the results as follows:

1. From the study of the management of the cooperation network between organizations to promote the management of Chinese language teaching in private schools, it was found that the administration of the cooperation network between the organizations to promote the management of Chinese language teaching in the private school as a whole, it was at a high level. This was consistent with the research of Khanthaphum, U. (2016) [3] exploring Effect of the Co-Operative Network Model for Students' Quality in Thai Primary Schools. The findings revealed that the Elements of The co-operative network model in the development of learner quality in the primary school was 1. Members 2. Objectives and goals 3. Coordinators 4. Activities 5. Member participation 6. Mutual creation 7. Network relations 8. Network administration system. The findings were consistent with the research of Mongkolsit, S. (2020) [4] studying cooperation network strategy for the development of educational management in private schools in Chonburi Province. It was found that the cooperative network building strategy for the development of education management in private schools in Chonburi Province consisted of 6 steps: 1) awareness of the necessity of the network, 2) coordination to seek co-developers, 3) creating coordination commitment, 4) network management, 5) monitoring of network performance development, and 6) network continuity maintenance. When considering the management of the network of cooperation among organizations to promote the teaching and learning of Chinese in private schools, it was found that it was at a high level in all aspects. Network management was the highest average. This may be due to the management of a network of cooperation, the most obvious and tangible action that can be performed was network management. This was consistent with Boonphong,

N. (2017) [5] who studied the presentation of the educational institution network management model of the Primary Educational Service Area Office. From the administration of the educational institution network, the results of the research found that the administration of the school network was one of the elements in the model of the school network administration of the educational service area office and was also the thing that would supervise their duties of the committee or perform the mission of the school network.

2. The results of the study in the guidelines for promoting the administration of a cooperative network to promote the management of Chinese language teaching in private schools were discussed as follows:

2.1 On raising awareness of the common goals, it was found that the cooperative network organization should provide a working group in the form of a committee to coordinate the work of the cooperative network between the organizations in learning management teaching Chinese at private schools. The cooperation network operation committee has set the objectives for the management of a network of cooperation among organizations to promote the management of Chinese language teaching in private schools and to arrange a presentation of the performance of the network's goals collaboration between organizations to enable representatives from all organizations to realize the importance of setting common goals. This was in line with the research of Namfon Kanma (2017) [6] that studied the development of a cooperative network to enhance the educational quality of basic schools: a case study of Phayao Model. It was found that the model of a cooperative network to enhance the educational quality of the basic education institutions consisted of 4 components as follows: 1. The principles of the cooperation network model. 2. The objectives of the cooperation network. 3. The cooperation network executive committee and its roles and duties. 4. The work process of the cooperation network.

2.2 In terms of coordination of organizations for cooperation, it was found that the cooperation network organization should prepare a list of names and coordination information of the cooperation network operation committee from each organization to facilitate the coordination of activities. Each organization should select personnel with personality, interpersonal, knowledge, and competence, and promote the coordination skills to personnel operating the network of cooperation to coordinate network operations in each organization for efficiency and smooth operation. In addition, activities should be held to build a good relationship between member organizations, cooperation networks, and seek additional organizations to support the management of the Chinese language teaching of private schools to expand cooperation in the management of language teaching China to be more diverse. This was consistent with MILOVANOV, K. (2018) [7] studied Strategic models of networking cooperation in the National education system: history and perspectives. The findings revealed that the most important results of the innovative educational networks' organization are the following: consolidation of social force, who is interested in education development; creation and distribution of the best teaching practices; as well as multiplication of members who participate in the innovative process. It is necessary to

analyze innovative mechanisms, which help to eliminate most common problems and form a stable and active networking cooperation.

2.3 On the establishment of network commitment, it was found that the cooperation network operation committee should define and establish a memorandum of understanding (MOU) as a joint commitment to promote the operation of the cooperation network by setting objectives, regulations, procedures for operating a cooperative network, as well as clearly define the roles and duties of the members of the cooperation network in the management of Chinese language teaching of private schools. This was in line with the concept of Ninkaewbavornwit, P. (2016) [8] studying a model for the development of academic cooperation networks of the Primary Education Service Area Office, Office of the Basic Education Commission. It was found that the network creation process had 6 steps. The third step was the process of creating a mutual commitment. 1) Network members should define objectives and agreements for collaboration. 2) There should be participatory supervision, monitoring and evaluation personnel. 3) The roles of members should be clearly defined. 4) Members should build, promote and maintain good relationships with each other. 5) There should be two-way communication and thorough communication 6) Must be a strong network with potential 7) Members should exchange knowledge and implement the plan systematically.

2.4 In relation to the development of relationships with agencies, organizations, networks, it was found that the operation committee and network members should join together to create a good network culture through generosity and support, especially in academic management of teaching Chinese and organizing activities that encourage members of the network at least once a month to promote Chinese teaching and learning techniques and to exchange knowledge on various methods of teaching and learning Chinese on a regular basis. In addition, seminars should be held between the teaching members, summarizing and reviewing the benefits of the private schools' teaching and learning of Chinese in order to develop and create innovations, lessons, new media formats, and improved guidelines for teaching and learning Chinese. This was in line with the research of Kwanmook, S. (2017) [9], a cooperative network affiliate model was studied to enhance the reading performance of elementary school students in Sukhothai Province. It was found that the model of a cooperative network partner to enhance the reading performance of elementary school students in Sukhothai Province consisted of 4 elements and 1 conditions for success: 1. Mechanisms for network partnerships 2. Mechanisms to drive educational network partners 3. Mechanisms, supervision, monitoring, mobilization of network partners 4. Relationship building activities of network partners of collaborative networks consisting of learning exchange activities, lesson transcription activities, and rewarding activities that contribute to the further development of the reading competencies of primary school students.

2.5 In terms of network management, it was found that the operation committee should hold a meeting to plan the operational guidelines to achieve the goals. The cooperation network management structure should be established and the

role of network members has been established in order to achieve the implementation of the objectives, namely to promote the management of Chinese language teaching of private schools and prepare a manual to clarify the roles and responsibilities of the network members working for members. A clear and up-to-date action plan for the cooperation network for the management of Chinese language teaching of private schools should be developed, and present information on the management of Chinese language teaching to members to know thoroughly when problems arise during the cooperation network operation. The operation committee should organize activities to exchange knowledge to jointly solve problems and find consensus for all parties equally, and provide clear and concrete guidelines for monitoring, measuring, and evaluating network performance. This was consistent with the concept of Saengsri, W. (2009) [10] that presented a thesis on the study of analysis and development of the network management model in the rural northeastern region. The results of the research could be concluded that the condition and management model of the network of successful model schools in the northeastern rural area, the management of all sectors involved in planning for the development of the quality of the learner with the mobilization of local resources to support education provides clear roles and missions, leaders with leadership, and coordination of all sectors to drive and monitor success in learner quality development.

Conclusion

In conclusion, the overall management of a cooperative network between organizations to promote the management of Chinese language teaching in private schools was at a high level. When considered individually, it was found that it was at a high level in all aspects. The aspects with the highest mean were network management and guidelines for promoting the administration of cooperative networks between organizations to promote the management of Chinese language teaching in private schools in 5 areas, namely raising awareness of the common goals, coordination of organizational units in cooperation, commitment and cooperation network, development of relationships with agencies, organizations, networks, and network management should be carried out by establishment of a cooperation network administration committee, represented by private schools. The educational institution that operated the Chinese language teaching organization, all the organizations that had the obligation to establish a common network and plan meetings, determine the operational objectives of the cooperation network to promote the management of Chinese language teaching, establish operational plans for network operations, clearly define policies and roles of network members, and organize activities to promote network members in coordination and foster relationships among cooperation networks. Recommendations for applying the research results is that the administrators of the educational agency can use the results of this study as information in determining the operating guidelines for the cooperation network between educational organizations to promote the teaching and learning in other subjects.

References

- [1] Office of the Basic Education Commission. (2007). The decentralization of education management to the of Education Service Area Office and the school Education rules. Establish rules and procedures for administrative decentralization and education of 2007. Bangkok: Agricultural Cooperatives. (in Thai)
- [2] Office of the Education Council Secretariat. (2016). Research report for the development of Chinese language teaching in Thailand Synthesis of Bangkok 2016. Bangkok: Prikwhan Graphic Co., Ltd. (in Thai)
- [3] Khanthaphum, U. (2016). An Effect of the Co-Operative Network Model for Students' Quality in Thai Primary Schools International Education Studies. Canadian Center of Science and Education, ISSN 913-9020 E-ISSN 1913-9039, 9(9).
- [4] Mongkolsit, S. (2019). The strategy of collaboration network for the development of educational management of private school in Chonburi. Journal of MCU Nakhondhat, 10(6). (in Thai).
- [5] Bunpong, N., Rupan, P., and Chanawat, P. (2017). A Proposed Model for School Network Management of The Primary Educational Service Area Office. PHETCHABUN RAJABHAT JOURNAL, 19(1). (in Thai).
- [6] Kanma, N. (2017). Development of a Collaborative Network Model Enhancing Basic Education Quality: A Case of Phayao Model. Journal of Humanities and Social Sciences, Rajapruk University, 3(2). (in Thai).
- [7] MILOVANOV, K. (2018). Strategic models of networking cooperation in the National education system: history and perspectives. Revista ESPACIOS. ISSN 0798 1015, 38(39).
- [8] Nilkaewbowonvit, P. (2016). Model of academic cooperation network development of primary educational service area offices under the office of basic education commission. (Doctor of Education Thesis, Burapha University). (in Thai).
- [9] Kwanmook, S. (2017). A model of collaborative networks for fostering reading competency of primary student in Sukhothai province. (Doctor of Education Thesis, Naresuan University). (in Thai).
- [10] Sangsri, W. (2009). An analysis and development of school network administration model in Northeastern rural area. (Doctor of Education Thesis, Chulalongkorn University). (in Thai).