

## Development of Training Program for Creating Environmental Educational Leadership for Educational Institution Administrators

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**Abstract:** The present environmental condition is in crisis and it is getting worst as day pass. The main problem is the educational administration and the long range solution of this problem. It is very important that the administration should have knowledge, opinion and good environmental behavior. The aims of this study are: Development of training program to reinforce the guide of environmental study for educational institute administrator under Kalasin educational service area office zone 1. To test and compare the knowledge before and after the training and to reinforce the guide of environmental education for educational institute administrator in 5 factors. To test the opinion of the guide of environmental study for educational institute administrator. To study and compare the result performance of environmental study for educational institute administrator in 5 factors according to experience and size of educational institute. To study the behavioral condition of guide in changing the environmental study for educational institute administrator in 4 factors namely, influential, motivation, stimulate to use the intellectual and individual relationship determination. The people are the administrator of educational places and 40 deputy directors in educational department of secondary school under Kalasin educational service area office 1 with tools use for this research are the training program, questionnaire to examined the knowledge, questionnaire to examined the opinion, questionnaire to examined the guide of modification and questionnaire to evaluate the environmental study performance and the statistic applied in this research are in percent, average point, standard deviation, t-test and F-test (One-way ANOVA and One-way MANOVA). The research shows that: The training programs developed by research and development is as qualified as the specified criteria. After the training, the institution administrators gained the leadership as knowledge in very high level of over 80%, as attitude is in high level and as the performances in environmental education within the institution is in high level as well. The institution administrators gained the leadership as knowledge in general and in each area are in very significantly high level comparing to their knowledge and leadership before the training, or 0.5 according to the statistic. The institution administrators has a better attitude towards environmental education leadership as knowledge in general considering in each area, mostly in the highest level. The performances of the institution administrators result in the environmental education within the institutions in general and those areas are high comparing to the experiences of administration in different institutions, the performances in the environmental education within the institutions are similar in general. Considering in each area, the institution administrators who got >10 years experiences have better performances than those who are in the posts for 5-10 years. When comparing to the different sizes of institutions, there is a significant differences in the performances of the Institution Administrators in general at 0.05 according to the statistic. The institution administrators in large institutions have better performances in 3 areas of personnel relationship in the institutions, environmental management in the institutions and the co-operation between environment and community than those who work in medium size institutions.

**Key words:** Leadership in environmental education, training program, educational institution administrators environmental education arrangement, environmental actives creation, environmental management

### INTRODUCTION

Presently, the world is globalization in technologies progress and pertaining to the dynamic changes.

Consequently, the country should adapt itself to cope with them. The key factor to adapt itself to cope with such changes is the quality of mankind. The future development of Thailand mainly concerned about the

happy society, emphasized on the higher standard of living quality of the people to enhance the sustainable development. To create the value of awareness of necessity in adjusting the thinking process, attitude and working process for Thai people and enable the country to be competent, efficient and up to the world's standard. Presently, the world is globalization in technologies progress and pertaining to the dynamic changes. Consequently, the country should adapt itself to cope with them. The key factor to adapt itself to cope with such changes is the quality of mankind. The future development of Thailand mainly concerned about the happy society, emphasized on the higher standard of living quality of the people to enhance the sustainable development. To create the value of awareness of necessity in adjusting the thinking process, attitude and working process for Thai people and enable the country to be competent, efficient and up to the world's standard.

The national economic and planning development number 10 (2007-2011) of Thailand specified that the development policy on the ground of the country funds, which are inclusive of social, economic and national resources must be strengthen continually. The people-centered development is to create well being in the society and gives precedence to maintain the balance of development in people, society and environment. However, in spite of the successful development of the country in many areas, the devastate of national resources and environment is still increasing. The balance between preservation and consumption has not been accomplished yet. The national resources are tremendously consumed in production. The restoration cannot be done sufficiently result in the deterioration of natural resources and environment. People are the main factor of the problems. Therefore, the problem solving of the natural resources and environment is to develop the quality of people creating the problems by educating them to be aware of those damages and participate in preservation. They should notice that the environmental problems had existed and the educational process and training should be implied to foster the awareness of the benefit and impact to themselves and society both in good and bad sides.

The royal Thai constitution 1997, gives precedence on the environmental issue by stipulating clearly on the preservation and consumption of natural resources and environment. Furthermore, it is specified that the state must encourage the people to preserve, maintain and keep balancing of the consumption of natural resources and the biological varieties, to maintain and protect the sustainable national resources and environment according to the development plan (Vinai, 2003). Therefore, the institutions should manage to educate and

train people in knowledge, skill and morality to be awareness of significant natural preservation resources. The vital law applied in education is that the educational academies should have the training programs to develop sustainable in long term as follows:

The Royal Decree of National Education 1999, emphasized on the development of environmental studies both in the formal and non-formal including freewill education. The process of learning must aim at the foster of right consciousness relating to the national resources and environment in the area of knowledge, morality, learning process and integration according to the levels of basic standard of education by the ministry of education. The standard of qualified learners concerning the environmental studies is specified in the second standard that the learners are aware of preservation and development of environment indicating that they know the value of environment and are aware of the impact caused by the changing and participate or join in the activities of the preservation and development of national resources and environment projects.

The basic education curriculum set the objectives of the educational education that the learners realize the significance of Thai language, arts, cultures, sports, Thai intellectual knowledge, national resources and environment preservation by describing content and standard of learning about the environmental studies inside various areas of studying. However, there are still many problems in the basic educational curriculum development of environmental education such as knowledge problems and attitude. The institution administrators, who manage environmental education understand and have the different viewpoints (Waraporn, 1993). Problem of environmental education management in the institutions such as the objectives and goals of curriculum implementation. In each level, the objectives of environmental issues are varied (Mosothwane, 2007). Problem of content management in regards to the learning of environments are lacking of the components for problem solving. Problems of learning are lacking of creative vision especially value of responsibility and environmental morality which should be in combination with environment preservation. Lacking of integration and continuity of content between each level. Problem in learning activities management. The teachers are lacking of training techniques to create the good attitude and sense of recognition to environment for the students. Lacking of students stimulating motivation to be aware of the environmental problems and act properly towards them. Learning process emphasized on the theories other than the actual situation and did not emphasize on the analytical thinking, brainstorming and self-studying.

Problem in teaching techniques which are not suitable of environmental education. Problems in the teaching aids for learning process because of the insufficient budget for providing modern equipments. Problem in the knowledge of evaluation. The teachers know a little about the evaluation based on the knowledge and understanding. Lacking of evaluation of the attitude, value, skill and analytical thinking about the environment (Manas, 2001). Problem of extra-curriculum activities. The teachers are lacking of knowledge to create extra-curriculum activities. The suitable activities could not be arranged (Ajiboye and Ajitoni, 2007). Problem of environmental management. There are no model of materialized environmental management and are not in line with the objectives of environmental education.

The classes should be nicely arranged in good environment, hygienic, suitable for using and being good examples for the community and build up good environment preservation habit (Vinai, 1998).

The decentralization and participation of every group of people have made lot of changes for the institution administrators responsibilities. They should play important roles to lead their colleagues to be able to confront with the changes, ambiguity and many challenges and they must be successful.

Consequently, the institutions administrators should be prepared to be leaders of the changing world. The institutions administrators must be good examples and must have multi-levels of leadership in behavior changing, good vision, creativity and multi-talents. To develop the institutions administrators in the ministry of education is to combine the systematic management with the research and development by using important theories of skill in effective management as guidelines for training process and seminars according to their responsibilities in each level. The training and seminar will emphasize on various skills in the scope of thinking, human relationship and job responsibilities to enable them developing their principles, attitude and managerial skills, problem solving and more efficient in management. Especially, the leaders behavior directly indicate the efficiency of their job. In this era, the training and development of the institutions administrators should promote their abilities and leadership in learning process. In order to promote the reformation of learning process and quality of the institutions administrators, they should be well educated and skillful in curriculum development and teaching and learning process management.

Training is a method used for personality and leadership development. This is shows that the training can develop leadership and the training curriculum can successfully build up leadership attitude and leadership

behavior. In spite of the environmental knowledge has been included in the curriculum >20 years and the institutions administrators were trained before and after filling in the posts, the institutions administrators development curriculum did not contain specific content of environmental studies in formal schools, it was only included in the contents of some other subjects.

After following up the demonstration and evaluation of the office of educational service area 1, Kalasin province in the actual operation, the environmental educational management in schools were not up to the standard and the national education management. The problems, therefore, occurred in various areas for example; problem in the environmental arrangement in the institutions, personnel relationship, activities creation for environmental education, environmental education management and the co-operation between schools and community relating to environment which are the impact of the lower quality of successful education in general. It is necessary to build up leadership in environmental education in the institution. The important mechanism in the process is to build up leadership of the institutions administrators first to initialize the environmental education changes to the personnel in the areas under their responsibilities.

The researcher, then, is interested in studying the development of training programs for environmental education to build up leadership for Institutions Administrator which will be great benefit for them. They will be leaders in environmental education, knowledge, attitude and can improve the knowledge and attitude of the personnel in the institutions. This will create environmental education efficiency of the operation in the future.

Therefore, the objectives of this research are 4 fold; To develop training programs for environmental to build up leadership for the institution administrator in the office of educational service area 1, Kalasin province.

To evaluate and compare their knowledge before and after the training in 5 areas: environmental education arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community.

To evaluate the attitude of the institution administrators in the office of educational service area 1, Kalasin province. towards environmental leadership in 5 areas: environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community.

To study and compare the performances of environmental education within the institutions at the office of educational service area 1, Kalasin province in 5 areas according to experiences and sizes of institutions.

## **MATERIALS AND METHODS**

Three steps of research and data collection are: first step-self study from supporting documents for the training programs by sending the tool for self study in the monthly meeting of the Institution Administrators in the Office of Educational Service Area 1, Kalasin Province and proceed within 10 h for studying and creating activities according to the procedure.

Second step-actual implementation: the Institution Administrators to follow the guidelines of environmental development training programs in 5 areas to materialize the result and report to obtain the evaluation of environmental education operation within 30 days after the first step has completely finished.

Third step-the evaluation are as follows: evaluation on achievement from the knowledge test related to environmental education leadership and attitude test towards environmental studies leadership in 5 areas. The Institution Administrators must pass the test according to evaluation, the criteria specified not less than 80% and the attitude should be higher than moderate level.

Evaluation on the environmental studies management from the evaluation form after the environmental studies leadership in 5 areas. The institution administrators must pass the test according to evaluation, the criteria specified higher than moderate level.

To announce the result of the test that they are model institutions in the environmental education in the Office of Educational Service Area 1, Kalasin Province.

## **RESULTS**

The research found that: the training programs are qualified according to the specified of criteria that the Institution Administrators gained the knowledge of environmental education leadership in the very high scores, attitude towards environmental education leadership in high scores and the result of environmental education operation in high scores.

The evaluation and comparison of the knowledge before and after the training in environmental studies leadership in 5 areas: Environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community e training can be summarized as follows:

before the training, the knowledge of the Institution Administrators in environmental education leadership in general need to be improved as well as in each specific area and after the training, the knowledge of the Institution Administrators in environmental education leadership in general are in very high scores as well as in each specific area.

Considering the experiences of the institution management, we found that the institution administrators who filled the posts >5 years before the training had the knowledge of environmental studies leadership in general in high scores as well as in each specific area except for the environmental arrangement in the institutions and the co-operation between the environment and community were fairly high. After the training, they got the general knowledge in very high scores as well as in every area.

In consideration of the experiences, we found that the knowledge of the Institution Administrators who filled the posts for 5-10 years before the training need to be improved and in the areas of environmental arrangement in the institutions and environmental activities creation are in fairly high level but the areas of personnel relationship in the institutions and the co-operation between environment and community need to be improved and after the training, their knowledge in general are in the very high level as well as in every area. The institution administrators who filled the posts >10 years, before the training their knowledge need to be improved as well as in every area and after the training their knowledge in general are in the very high level as well as in every area except for the area of personnel relationship in the institutions and the co-operation between environment and community, which are in high level.

Considering of the sizes of institutions, before the training, the institution administrators in small institutions had fairly high level of knowledge in general as well as in every area and after the training and after the training their knowledge in general are in the very high level as well as in every area. The institution administrators in medium size institutions, before the training, knowledge in general of the institution administrators need to be improved, as well as in every area except for the area of environmental arrangement in the institutions, which is in fairly high level and after the training their knowledge in general are in the very high level as well as in every area. The institution administrators in large size institutions, before the training, knowledge in general of the institution administrators need to be improved, as well as in every area except for the areas of environmental arrangement in the institutions and the personnel relationship in the

institutions, which are in fairly high level and after the training their knowledge in general are in the very high level as well as in every area.

The knowledge of the Institution Administrators before the training in comparison with after the training are significantly statistical changed of 0.05.

The result of attitude towards leadership in environmental studies of the institution administrators in 5 areas: environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community are summarized as follows:

The institution administrators got the high level in the attitude towards leadership in environmental education in general and very high level in most areas except for the areas of the co-operation between environment and community and environmental management in the institutions, which are high level.

In consideration of the experiences, we found that the attitudes of the institution administrators, who filled the posts <5 years towards the leadership in environmental education in general are in the very high level as well as in every area except in the areas of the co-operation between environment and community environmental arrangement in the institutions, which are in high level. The institution who filled the posts for 5-10 years in general got high level but the areas of personnel relationship in the institutions and environmental activities creation in the institutions, which are very high level. For the institution administrators, who filled the posts >10 years, the attitude towards the leadership in environmental education in general are high level as well as in every area, except for the environmental management in the institution, which is very high.

Considering of the different sizes of institutions, the institution administrators in small institutions had high level of attitude towards the leadership in environmental studies in general but in most of the areas the level is very high, except for the community environmental arrangement in the institutions and the co-operation between environment the institutions which are in high level. The institution administrators in medium size institutions, in general are high level, as well as in every area. The Institution Administrators in large size institutions, in general are high level, as well as in every area except for the areas of environmental activities creation in the institutions and environmental management in the institutions are very high level.

The study and comparison of the performance in environmental education of the institution administrators

in the Office of Educational Service Area 1, Kalasin province in 5 areas: environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community can be summarized as follows: The performances of the institution administrators in general are in high level as well as in every area. According to the experiences of the institution administrators who filled the posts <5 years in general are high level as well as in every area.

For 5-10 years in general got high level but the areas of environmental management and the co-operation between environment and community in the institutions which are fairly high level.

For those, who filled the posts >11 years in general are high level as well as in every area.

Considering of the different sizes of institutions, the institution administrators in small institutions had high level of performances in environmental education as well as in every area. The institution administrators in medium size institutions, in general are high level, as well as in every area except the areas of environmental management in the institutions and the co-operation between environment and community in the institutions which are fairly high level. The institution administrators in large size institutions, in general are high level, as well as in every area.

The comparison of the performances in environmental education in institutions shows that the different experiences in management of the institution administrators do not have any impact on the performances in environmental education in the institutions ( $p < 0.05$ ).

Comparing the performances of the institution administrators result in the environmental education within the institutions in general and those areas are high comparing to the experiences of administration in different institutions, the performances in the environmental education within the institutions are similar in general.

Considering in each area, the institution administrators different length of time in their posts have different performances in 1 area of the co-operation between environment and community. The Institution Administrators who got >10 years experiences have better performances than those who are in the posts for 5-10 years. When comparing to the different sizes of institutions, there are difference in the performances of the Institution Administrators in general. The institution administrators in the large institutions have better performances in 3 areas of personnel relationship in the institutions, environmental management in the institutions

and the co-operation between environment and community than those, who work in medium size institutions.

### **DISCUSSION**

The researcher developed the training programs for building up environmental education leadership for the institution administrators and implemented to the sample group of 40 persons in the secondary schools in the office of educational service area 1, Kalasin province.

The main issues should be brought up for discussion are: the results of the training programs for building up environmental education leadership for the institution administrators show that the training programs are qualified according to the specified criteria. The institution administrators passed the tests of knowledge at very high scores, the attitude in environmental education leadership and performances at high scores. It indicated that the developed training programs are effective in terms of knowledge and good attitude towards environmental education leadership of the institution administrators. This might be because of the component of programs such as objectives, activities, training methodology, content including the evaluation procedures. The researcher used the concept based on the problems and need of the institution administrators and adjusted the content together with the activities harmoniously with situation, priority policy of their original affiliation and evaluation guidelines from the ministry of education.

Therefore, the institution administrators paid their attention and were eager to participate in the training programs which in harmony that the process of the training programs should be continually arranged from the first to the last steps respectively. If there were any mistakes in any step, the training programs might not be successful. The process of training could be arranged as follows: surveying, examining and problems analyzing. The project manager should study the documents, interview, make enquiries and consider the problems occurred in which organizations and need to be improved by the training. Find the need for the training programs. The attitude and behavior might not be correct. The objectives of the training must be clearly specified that the organization would be benefit in which areas. Scope and objectives of the subjects must be stated in line with the content in the process. Guidelines of the training must be given in order to change the behavior and knowledge of the trainees. Which methodology, theories and principles should be used to achieve the ultimate goals of the training.

Which techniques of training should be suitable for the group of trainees. The content would be the most benefit for the learning and changing of behavior. To select the persons attending the training. They should be interested in the training and their need to participate. To specify the guideline and evaluation techniques.

The training evaluation is the decision to consider results of the training found out that the training curriculum can successfully build up leadership, attitude and behavior of the trainees and the concept of Kridsada, (2007), which also found out that the efficient training programs must be able to develop the knowledge understanding and attitude as specified above.

The evaluation and comparison the knowledge before and after the training of leadership in environmental education of the institution administrators in 5 areas: Environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community found out that before the training, the knowledge in building up leadership in environmental studies of the institution administrators need to be improved in general as well as in each area and after the training, the knowledge in building up leadership in environmental studies of the institution administrators are at very high level as well as in each area.

The comparison of the knowledge before and after the training of leadership in environmental education of the institution administrators in 5 areas showed that after the training, the institution administrators got the significant higher level of knowledge in statistic of 0.05. This might be because the research brought the concept, study data and relevant researches from the expert to develop the training programs, considered and assured that they were conformed in the components. Then they specified the content of the training programs according to Taba (1962) principles of the developing curriculum.

Next, the objectives in terms of behavior in each activity should be specified in harmony with the content in each training unit by emphasizing on the development of knowledge, attitude and behavior. It could be implied that the training programs are qualified, suitable and conformed with the curriculum application according to the research process and curriculum development steps of Taba (1962), starting from analyzing and extracting the basic data to get the draft of conformed curriculum with the problem situation, the examining the suitability as necessary and the conformation with the experts. They must be adjusted according to suggestions to get the drafted curriculum for training before the trial

implementation and implement them to the targets. After the training, the trainees gained more knowledge and better attitude.

The evaluation of the attitude towards the leadership in environmental education of the Institution Administrators in 5 areas showed that in general, they have the attitude towards the leadership in environmental studies in high scores as well as in each area. For the in experiences in the institutions, it showed that The Institution Administrators filled the posts 5-10 years and >10 years have high level of attitude in environmental education leadership except those who have been in the post <5 years which are in very high level as well as in each area.

For the different sizes of institutions, we found that the Institution Administrators in small, medium and large institutions had high level of attitude in environmental education leadership as well as in every area. The Institution Administrators in medium size institutions, in general are high level as well as in every area except those who were in the small institutions which are in very high level.

The results of the training shows that the Institution Administrators are interested in participating with all the activities at ball the times. The activities arranged in each class were open for their ideas, thinking process and completed within the time frame. After the training, they gained knowledge and understanding and good attitude towards environmental education which are in line with the study of Samway and McKeown (1999). It is necessary to have scope of concept in the development of training curriculum. Proposed the Taba (1962) model of the development of training curriculum. The need must be analyzed as necessary, the objectives, selection and content must be specified.

The component of the curriculum should be the summarize of principles and reasons, objectives of the curriculum, content structure, training activities and evaluation.

The study and comparison of the performances in environmental studies of the Institution Administrators the Institution Administrators in the Office of Educational Service Area 1, Kalasin Province in 5 areas: environmental arrangement in the institutions, personnel relationship in the institutions, environmental activities creation, environmental management and the co-operation between environment and community found that the Institution administrators in general, are in high score as well as in each area.

For the in experiences in the institutions, it showed that the Institution Administrators who have been in the posts <5 years have high level of performances as

well as in each area, for those who filled the posts 5-10 years are in high level as well as in each area except for the areas of the environmental management in the institutions and the co-operation between environment and community are in fairly high level. Those who were in the posts >10 years are in high level as well as in each area.

For the different sizes of institutions, we found that the institution administrators in small institutions in general got high performances level as well as in every area. The Institution Administrators in medium size institutions, in general are fairly high level and mostly high performances in each area except for the areas of the environmental management in the institutions and the co-operation between environment and community are in fairly high level and those who were in the large institutions in general are in high level as well as in every area.

The results of the training shows that scope of concept in the training program are developed from the major indicators towards the environmental education management. When the administrators got the training and acted according to the programs, they could materialize their actual performances. The indicators in the environmental evaluation in the institutions are in line with the standard basic education and the guidelines of the performances, therefore, the results of the environmental evaluation are in high level.

The training arranged for the new recruits to get general knowledge in the organization before they start working. Arrange on the job training is to improve their knowledge, ability and skills in their job as well as their attitude towards their jobs. The training before starting is to let them do their actual Job. Therefore, the institutions must arrange the training according to the need of the organization who recruit them both in practice and theories.

Comparing in each area, the institution administrators who got different length of time in their posts have significant different performances in 1 area of the co-operation between environment and community at 0.05. The institution administrators who got who got >10 years experiences have better performances than those who are in the posts for 5-10 years.

Comparing the different sizes of institutions, institution administrators have different performances in general. The institution administrators in the large institutions have better performances than those who work in medium size institutions.

Comparing in each area, the institution administrators the institution administrators in the large institutions have better performances in 3 areas of personnel relationship in

the institutions, environmental management in the institutions and the co-operation between environment and community than those who work in medium size institutions.

The results shown above indicated that each size of institution are in different communities and location. The large size institutions mostly located in towns and districts and are provincial schools where there are more prosperous in various areas. However, the medium and small institutions located in the districts or villages where the societies, communities and cultures are different. The budget from the original affiliations and Personnel in the institutions are limited and also different and limited. Therefore, the results of the performances in the environmental in the institutions varied by the sizes except in the area of environmental arrangement in the institutions as it is part of the curriculum applied to every institution.

The problems of environmental management in the institutions are personnel. The institutions did not appoint the teachers appropriately according to their educational background. The teachers got problems in the abilities to deliver the knowledge. Their attitude in teaching, lesson plans, contents and activities for environmental education are still poor. Lacking of knowledge and skill to find the teaching aids. Teaching media is limited. Lacking of documents relating to environment for the teachers to further study, budget for personnel development, training, seminar, field trip, research, audio-visual production, supplements for learning and environmental arrangement in the institutions. There are no definite planning in the curriculum. They did not study the situation and the need of the learners before the training.

### CONCLUSION

In conclusion, the developed training program was efficient and could cause the educational institution administrators to have positive knowledge, attitude and environmental education behavior. Therefore, the program should be used as guideline for developing environmental education leadership for educational institution administrators in others offices of educational service in the future.

### RECOMMENDATIONS

For the recommendation are as follow.

**General suggestion:** From the result of the training programs for build up environmental education leadership, the research helps the institution administrators gaining more knowledge, better attitude

and good performances in environmental education leadership as required and passed the test in high level to very high level i.e., the training programs are well qualified.

The ministry of education should specify that the institution administrators, the deputy directors and educational personnel passed the curriculum of environmental studies leadership before filling in their posts.

The office of educational service areas should arrange environmental education leadership training programs for the institution administrators in every to improve their potential and efficiency in environmental education.

Suggestions for the next research are: The researcher developed and implemented the programs on trial basis, got the feedback from the Institution Administrators and found their need to adjust the content and models of the training programs to be in line with the time for activities, therefore, the next research should be proceeded as follows.

To study more data to develop environmental education leadership for the institution administrators in other areas, e.g., leadership in morality.

The models of training should be convenient and timeliness, e.g., by on line internet.

The next research may study the relationship between environmental education leadership for the Institution Administrators and the performances of the teachers in the institutions as well as the learning achievement of the students in such schools.

### ACKNOWLEDGEMENT

The authors express their sincere appreciation for all of support provided.

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