Administrative Performance and Extent Implementation of School-Based Management in Basic School, Songkhla District, Southern Thailand: Basis for Improved Development Planning Program

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Abstract

School-Based Management is widely implemented in different school in Thailand to achieve the goal of quality education in breaking the succession of poverty and to reduce inequality and to reach the gender equality. The core of School-Based Management is the involvement of students, teachers, parents, local officials, principals/directors, beneficiary groups in the community and so as the local organizations that will help the schools' responsibility and accountability for independency and improvement. Thailand is one of the developing countries in Asia that remains the concern to determine improvement of quality education through the impact of school-based management towards quality school. This will bring the equity among different schools in the district of Songkhla in the same system; the motivation of and relationships between teachers and school directors; and financial as well as administrative transparency.

The present study aims to investigate the administrative performance and extent of implementation of school-based management in the District of Songkhla. Using a research-restructuring questionnaire and rating scale survey questionnaire to gather the information that supports the dimension of the study based on the administrative performance and extent implementation of the school-based management program of the school. A research-restructuring questionnaire is being distributed to the seven (7) selected Schools and answered by the School Directors, Assistant Directors, Department Heads, and Teachers who formed as part of the respondents. This study is formulated with the Statistical Formula to determine the basis for improve development program planning of School-Based Management.

After the data will be gathered, result would be useful to improve the development planning of the schools' implementing School-Based Management as the source and basis for improvement and effectiveness.

Keywords: Administrative Performance, extent, implementation, School-Based Management, Basic Education, development planning

Introduction

Based on the OECD-UNESCO 2016, shows that quality education is a human rights in obtaining the improving quality life and creating sustainable development goals that can break the succession of poverty to reduce inequality and to reach gender equality. The education department of every developing country generates a program to improve the quality of education in every school levels in the attainment to quality education. This is where School-based Management enters the world of Education.

"School-based Management began in 1997 in Thailand in a course reform aimed at overcoming a profound crisis in the education system." (Gamage, D. & Sooksomchitra, P., 2006)

In Section 39 of Chapter 5 of the 1999 National Education Act requires the Ministry of Education to "decentralize powers in educational administration and management regarding academic maters, budget, personnel and general affairs administration directly to the Committees and Offices for Education, Religion and Culture of the educational service areas and the educational institutions in the areas."(National Education Act of B. E. 2542, 1999). In this statement it shows that Thailand introduced and implemented the School-based Management. Further, it has become a very popular movement over the past period of time.

According to Caldwell (2005), "School-Based Management is the centralization of authority from the central government to the school level", (What is School-Based Management?, The World Bank 2007, p. 2). In 1993 study of the Office of Research Consumer Guide School-Based Management is a strategy to improve education by transferring significant decision-making from province to the district offices and down to the individual school and provides principals/directors, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, School-Based Management can create more effective learning environments for children. Lately this given authority was changed a bit for the decision-making. Now the decision-making authority over school operations is transferred to principals/directors, teachers, and parents and sometimes to students and other school community members. However, these school-level actors have to conform to or operate within a set of policies determined by the central government (The World Bank, 2007).

Quality is not only a factor in keeping the students out of school, but the effectiveness of learning that is not taking place in the school. The teachers play the very important role in this program in implementing the students learning quality of education so as the duty in managerial process of executing the School-Based Management program yet not all teachers likes to do extra work.

As coated by Dr. Mojtahedzadeh, R. & Sayadmanesh, F. (2013) from Wohlstetter (1996), stated that: "School-Based Management often requires teachers to play greater roles in the governance and management of the schools where they teach. While this enlarges the scope of their job, it also requires more time and energy from them and can sometimes limit their traditional freedom to do whatever they want inside the classroom".   In this role the teachers became more likely partners rather than employees of the school and intended to help in developing the school and strengthen their sense of belongingness to the school.

Based on the Education and Manpower Bureau of the School-based Management, the basic principles of SBM are to provide schools with enhanced flexibility and autonomy in managing their own operation and resources according to the needs of their students; to enhance the transparency and accountability in the use of public funds, school operation and performance by providing a participatory decision-making mechanism where all key stakeholders are involved. Thus, School-based Management believes that individual schools are in the best position in settling their own school goals and developing quality indicators that best meet the needs of their students.

The school director/principal plays the very important role as the leader of the school in which the government developed a principals' continues professional development framework to ensure the ever-improving capacity of aspiring, newly appointed and serving principals as professionals and competent leaders of the school in facing the challenges of a knowledge-based society.

The government requires all public sectors schools to put in place a fair and open appraisal system. The staff appraisal system can serve both the purposes of professional development and accountability as it can provide information on the quality of staff performance and their training needs. The reason that the government is providing this development program for the directors/principals and teachers' performance is that they have a critical factor for quality school education.

Indeed a basic pre-condition is worth emphasizing that the schools need to have a minimum of resources and competent teachers. De Grauwe mentioned in his research "School-based Management: does it improve quality?", that "the schools in which the principal has no management training whatsoever, where the teachers have few resources, and the surrounding community is extremely poor with little expertise in

education, can hardly be expected to engage in strategic planning and self-evaluation with enthusiasm" (De Grauwe, A., 2019/07/14, School-Based Management (SBM): does it improve quality? Background paper for the Education for all global monitoring report 2005: the quality imperative).

In some cases it is not motivating to the school staff and teachers as a result in informing the ineffectiveness of a certain school. Thus, to help the school for improvement is to implement a series of indicators that allow them to compare their own evolution and progress and to help them to identify their strengths, weakness and priorities. In this case the school also needs more support from the local offices in which needs also a greater demand of changes within the local offices. The local offices also needs worth information on the schools, so as to know who needs help the most and what type of support will be useful. Issues stresses on PISA 2000: "raising performance levels therefore critically relies on effective support systems, either located at individual school levels or in specialized support institutions, which provide professional advice and assistance to teachers and school management." In this case the school directors plays the vital role in taking the initiative to form school groups and offer a regular advice through attending seminars and visiting others schools that contributes in the development of the school. Thus, the school director, staff and members of the decision-making should be flexible and open in any suggestions and new ideas in implementing the SBM for the quality improved school management and quality teachers for a better learning for students. Hence, this study investigates the administrative performance and extent implementation of School-Based Management in Basic Education School and for the smoother functioning of the school administrators.

Concept Theory Framework

Good education is not only about physical inputs, such as classrooms, teachers, and textbooks, but also about incentives that lead to better instruction and learning. Education systems are extremely demands of the managerial, technical, and financial capacity of governments and, thus, as a service, education is too complex to be efficiently produced and distributed in a centralized fashion (King and Cordeiro-Guerra, 2005; and Montreal Economic Institute, 2007).

The Education for All Global Monitoring Report 2009 will focus on the strategies of educational management, governance and financing that contribute to overcoming inequities in education. As one of the main strategies, the report aims to show how a stronger voice and strengthened accountability can play a critical role in raising access, improving learning outcomes, and empowering people to secure the education of the children (Education for All, Global Monitoring Report, 2009).

Bandur, Agustinus (2008) mentioned in his studies (The Implementation of School-Based Management in Flores Primary School in Indonesia), "the Central Government established a Commission of National Education (Komisi Nasional Pendidikan) in February 2001 on the basis of Law 22/1999 by which education was decentralized. The Commission recommended the formation of school councils at the school level to improve quality of national education."

The World Bank's World Development Report 2004 (WDR, 2004) presented a conceptual framework for School-Based Management (World Bank, 2003) argues that school autonomy and accountability can help to solve some fundamental problems in education. The SBM approach aims to improve service delivery to the poor by increasing their choice and participation in service delivery, by giving citizens a voice in school management by making information widely available, and by strengthening the incentives for schools to deliver effective services to the poor and by penalizing those who fail to deliver (The World Bank, 2007, page 2).

In Thailand's education system stands at a crossroads. As the country aims to move beyond the "middle-income trap", it needs to build a highly skilled workforce, able to compete in the ASEAN economic community (OECD/UNESCO, 2016 Education in Thailand). Thailand will need to significantly enhance the effectiveness, equity and efficiency of its education system in order for students to achieve positive outcomes that match the country's investment in education and socioeconomic aspirations (Executive Summary, Education in Thailand, 2016). Teachers play the crucial role in student learning. Since the early 2000s, Thailand has implemented a number of reforms to raise the quality of the teaching profession. Key changes have included a longer pre-service teacher education programme, a teacher certification system and, more recently, a new teacher induction programme. While Thailand has worked to reform the teaching profession, the country has also decentralized educational governance. This has significantly increased the administrative and instructional management responsibilities of school leaders (Assessment and Recommendation, Education in Thailand, 2016).

"The concept of SBM was a result of the crisis steaming from the flexibility and control structure that exist in the school system. So, suggestion to improve the accountability, control on subordinate, construction of comprehensive and specific goal, and strict control of the great opposition adhere to the concept of loosely-coupled. Which means to have a loosely control over the individual or unit enable to move freely without the need for co-ordination and control, accountability and collaboration arise as an alternative" (Valliamah Shoma Vally, G. and Khadijah, D., 2015).

In distributed leadership contexts, school based leaders find ways for multiple stakeholders to participate in leadership, and thus successful management, of schools. This notion on distributed leadership is most recently indicated by Andy Hargreaves and Dean Fink (2006) in their book, Sustainable Leadership. The principal, as school building leader, interacts with teachers and students. It is at the school building where teachers also provide leadership in the daily interactions with their peers, with their students and with their parents and other stakeholders. And, it is in the daily interactions with students that teachers and principals can encourage students to take on leadership. The literature regarding successful School-Based Management continues to grow both in breadth and depth and if my graduate students are any indicator of today's leaders, school based stakeholders yearn for specific and guiding principles for how to manage today's learning environments. In obvious ways it is at school building level where the tug between theory and practice is most powerful and most often confrontational (Hargreaves & Fink, 2006).

The function of successful leadership as cited by Zach Kellehear (2006), is characterized as practice that acknowledges, embraces, and develops the relational nature of schooling. That relation may be student to student, student to teacher, student to subject, teacher to teacher, teacher to leader, leader to community, community to school, and on and on. At some level, all successful schooling is relational in nature. Leadership may be viewed as an art form and that it can be described as interactive and relational, a sort of choreography of human understanding, then the reader might do well to develop a mechanism for seeing it as an artist might view a painting or choreographer a dance.

Most of the incentives that affect learning outcomes are institutional in nature, and they identify three in particular: (i) choice and competition; (ii) school autonomy; and (iii) school accountability. The idea behind choice and competition is that parents who are interested in maximizing their children's learning outcomes are able to choose to send their children to the most productive (in terms of academic results) school that they can find (Hanushek, E. and Woessman, L. 2007, Working paper number 4122). In this statement shows that every parents have the right to choose which schools they think their children will excel and stand to face the real life.

According to Roxas, Raynante (2012), he stated in his research that there are four resources that needs to be decentralized throughout the organization in order to maximize performance improvement: (i) power to make decisions that influence organizational practices, policies and directions; (ii) knowledge that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial

knowledge and expertise; (iii) information about the performance of the organization, including revenues, expenditures, unit performance, and strategic information on the broader policy and economic environment; and (iv) rewards that are based on the performance of the organization and the contributions of individuals.

Thus, the skills of the administrator are very important in implementing any developmental programs. According to Katz, Robert L. of Harvard Business Review, training of good administrators is widely recognized yet surprisingly little agreement among executives or educators on what makes a good administrator. One administrator should be equipped to cope effectively with any problem in any organization. Technical Skill, Human Skill and Conceptual Skill are very useful in every administrator to be very effective. The technical skill shows the understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. Moreover, the person with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and limitations of these feelings. Furthermore, the conceptual skill involves the ability to see the enterprise as a whole; recognizes how the various functions of the organization depend on one another and how changes in any one part affect all the others; and, it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the over-all welfare of the total organization.
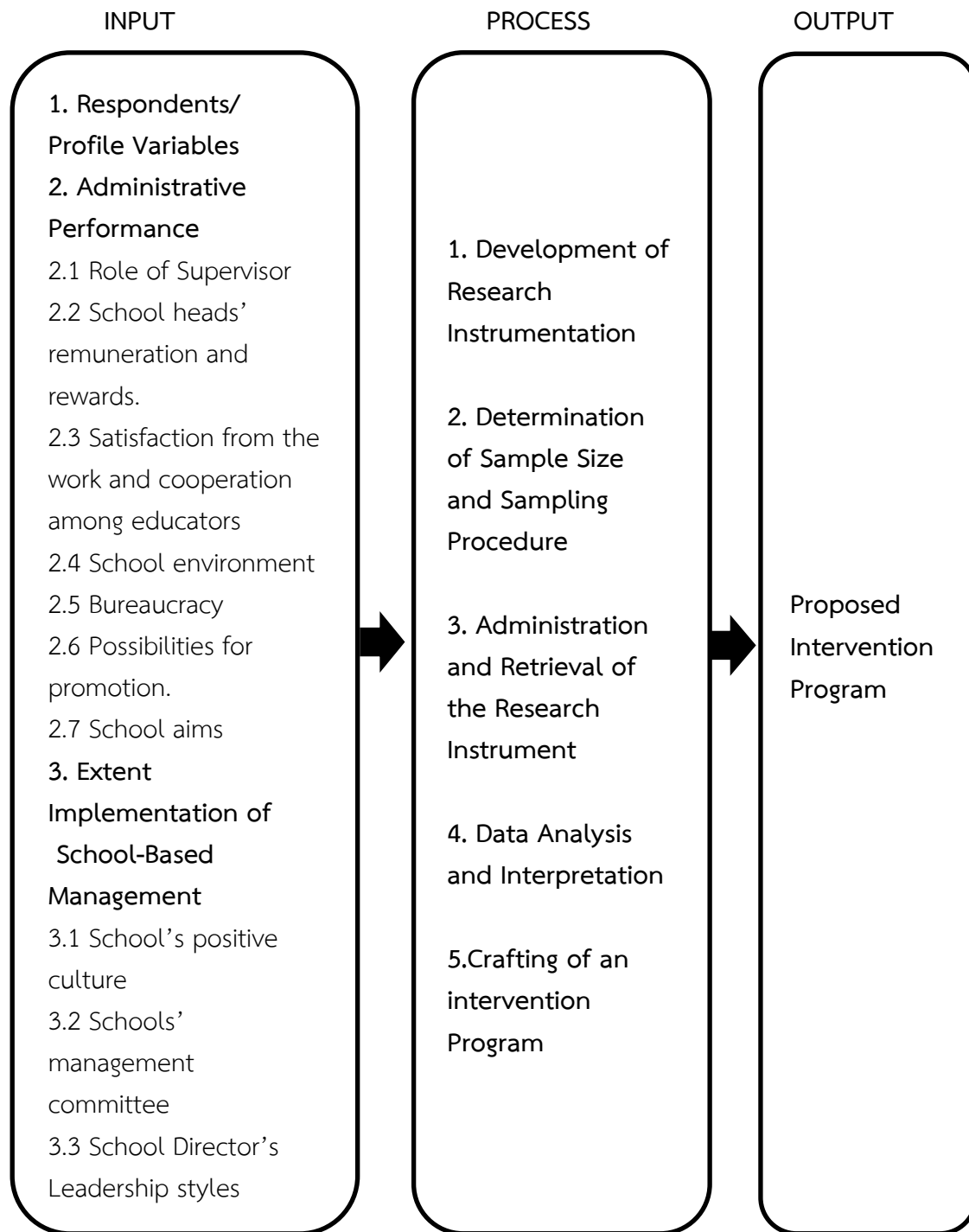
Methods

The figure below illustrates that the study gives attention on the level of factor analysis of the role of superior, school heads' remuneration and rewards, satisfaction from the work and cooperation among educators, school environment, bureaucracy, possibilities for promotion and school aims. The indicators development of SBM in school's positive culture, school management, school director's leadership styles, students' development, and teachers' job performance. This terms believes that will contribute to the level of factor analysis of the directors and teachers and to the extent indicators development of the SBM in basic education schools.

The paradigm of the study aims to explore the level of factor analysis of school directors and teachers and the extent indicators development of school-based management in basic education schools. Correspondingly, these will help as the basis for improved planning program of School-Based Management.

Paradigm of the Study

INPUT	PROCESS	OUTPUT

INPUT

1. Respondents/ Profile Variables
2. Administrative Performance
2.1 Role of Supervisor
2.2 School heads' remuneration and rewards.
2.3 Satisfaction from the work and cooperation among educators
2.4 School environment
2.5 Bureaucracy
2.6 Possibilities for promotion.
2.7 School aims
3. Extent Implementation of School-Based Management
3.1 School's positive culture
3.2 Schools' management committee
3.3 School Director's Leadership styles

PROCESS

1. Development of Research Instrumentation

2. Determination of Sample Size and Sampling Procedure

3. Administration and Retrieval of the Research Instrument

4. Data Analysis and Interpretation

5. Crafting of an intervention Program

OUTPUT

Proposed Intervention Program

Methodology

Research Design

This study engaged the descriptive correlation survey research design. A descriptive design is used when a study focuses at the present condition and the purpose is to find new truth. It is only useful when the data to be gathered concerns the present condition providing the value of facts and focusing the attention to the most important things to be reported. On the other hand, correlational design is valuable in providing facts on which scientific judgment is based on determining the relationship of two valuables using correlational analysis, based on the computed and analyzed data (Calmorin, L & Calmorin, M., 1996). Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Descriptive research deals with the relationship between variables, the testing of hypotheses, and the development of generalizations, principles, or theories that have universal validity. The descriptive questions need for a frame of reference is fairly obvious. The studies deal with the relationship between non-manipulated variables in a natural rather artificial setting.

Participants

The study focuses at seven (7) Government based primary schools in Songkhla District. All participants were in full employment at the school and occupied a variety of positions, including administrators, directors, and teachers. This comprised two hundred nineteen male and female teachers. The data information was gathered through short interview on some personnel on the area of Songkhla District. The age of the participants ranges from twenty-one to sixty-five years of age and all were in apparent good health.

The table shows the name of participating schools and the number of officially employed teachers.

School	Number of Teachers
Annuban Songkhla School	72
Ban Bangdan School	5
Ban Nam Krajai School	13
Ban Muang Pum School	19
Wat Ko Tham School	29
Wat Tha Yo School	5
Wicheanchom School	82

Instrumentation

This study shall use survey questionnaires with components divided into four (4) parts. Part 1 describes teachers, directors, department heads and administrators' profile (gender, age, nationality, and length of service). Part 2 level of administrative performance (role of superior, school heads' remuneration and rewards, satisfaction form the work and cooperation among educators, school environment, bureaucracy, and school aims). Part 3 extent of implementation of SBM (school's positive culture, school management, school director's leadership style, students' development, and teachers' job performance). Part 4 Issues and concerns affecting the implementation of the SBM.

Five-point value scale will be used as shown below to determine the average weighted mean of the frequency as distributed:

Factor Analysis and Indicators Development of School-Based Management

Scale	Number Value	Descriptive Value
5	4.51 – 5.00	Always
4	3.41 – 4.50	Often
3	2.31 – 3.40	Sometimes
2	1.21 – 2.30	Rarely
1	1.00 – 1.20	Never

Data Gathering Procedure

The data were gathered using a survey questionnaire. The following procedure was undertaken:

1. Upon approval of the research instrument by the adviser, the researcher sought permission from the teachers to conduct the study of directors, administrators, and teachers in Songkhla District.

2. Permission was also asked from the school administrators. Once permission will be obtained, the questionnaires were personally administered to the respondents. Respondents were guaranteed.

3. The researcher retrieved the questionnaires as soon as these were answered by the respondents. After collecting the questionnaires, the answers were tabulated, analyzed, and interpreted.

Data Analysis

The answers under this study were tabulated and treated by using descriptive and inferential statistics.

Percentage. This is used as descriptive statistics or something that describes a part of the whole.

Weighted Mean. This is used to get the average frequency of the response.

ANOVA. This is used to analyze and find the difference between the group means and their related procedure.

Standard deviation. This is used to measure of how spread out numbers to determine the extent of indicators development of school-based management.

The five point Likert Scale is used.

Scale	Number Value	Descriptive Value
5	4.51 – 5.00	Always
4	3.41 – 4.50	Often
3	2.31 – 3.40	Sometimes
2	1.21 – 2.30	Rarely
1	1.00 – 1.20	Never

Discussion and Conclusion

The skills of an effective, quality administrator reflects to the product of the students after they graduate and as they face the real world. It is based on the way the administrators and teachers deal with each other and how they effectively implement the SBM program on to their school community. It also shows that an effective administration depends on three basic personal skills, which have been called technical, human and conceptual. The administrator needs sufficient technical skill to accomplish the mechanics of the particular job for which he is responsible, sufficient human skill in working with others to be an effective group member and to be able to build cooperative effort within the team he leads, and sufficient conceptual skill to recognize the interrelationships of the various factors involved in his situation, which will lead him to take that action which is likely to achieve the maximum good for the total organization (Robert L. Katz).

Prior studies have addressed the administrative performance of every school directors, administrators and teachers shows that they effectively implementing the SBM program in reaching the school aim of quality education for every child. The positive culture of the administrators and teachers motivates and cultivate the students mind to show perseverance in facing the obstacles and frustrations, and never give up on reaching their dreams in life.

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