

The Development of the Administration Model of School Board: Towards Quality of Learners



Rungnapa Chitrotchanarak

Background

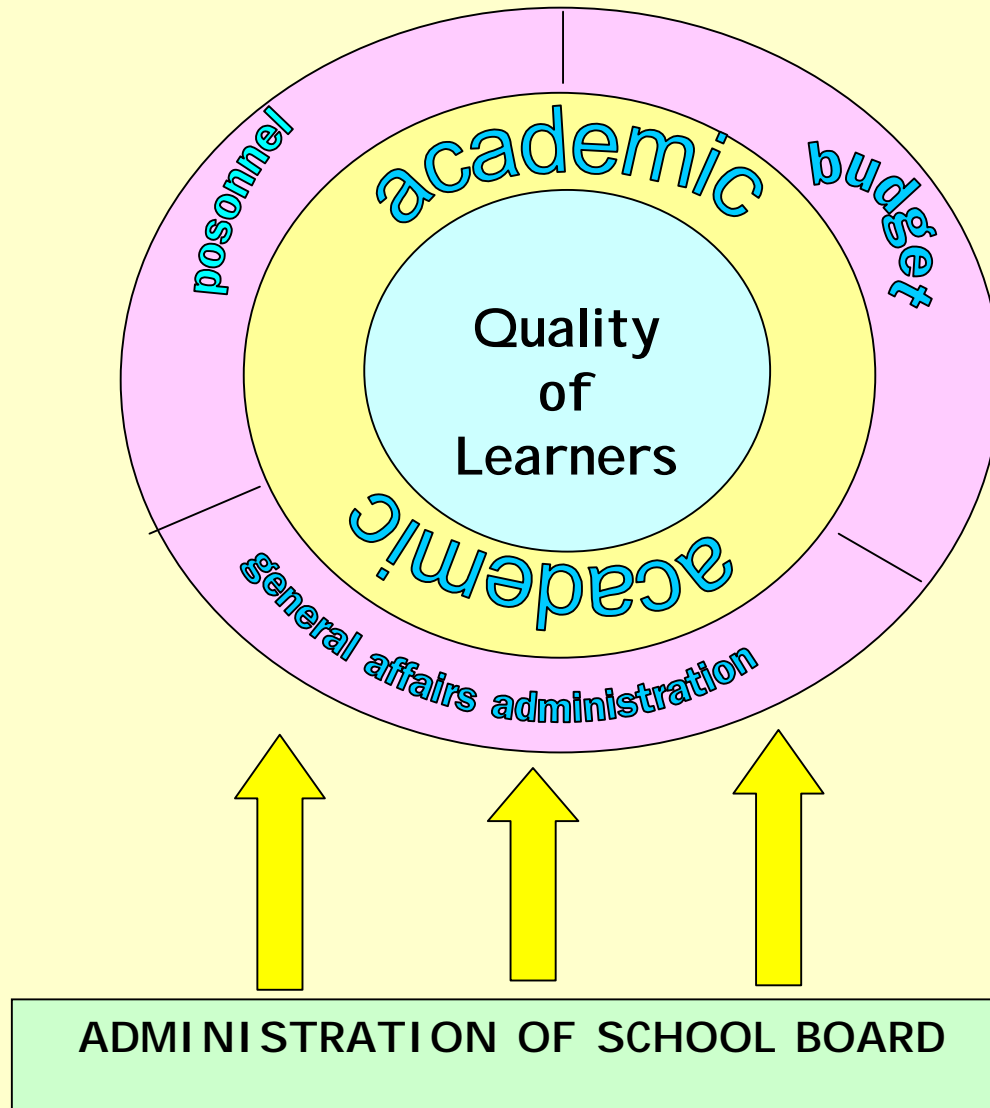
1) World education Reform

- focus on decentralization and participation, school board gain more authority in school administration

2) Education Reform in Thailand

- decentralize authority into major 4 aspects
 - academic matter
 - budgeting
 - personnel management
 - general management affairs
- encourage the idea of SBM

Administration of School Board directly affects the Quality of Learners



Study Objective

Aim to develop model of the administration of school board in order to elevate the quality of learners.

Study design

- divided into 2 phases

1) construct conceptual framework

- literatures & Theories review
- analysis, synthesis & construct conceptual framework.

2) develop model of the administration of school board, consists of 4 stages

- study situation and problems
- develop model
- investigate the model
- improve model

Stage 1 study situation and problems

- collect quantitative data by questionnaire
- collect qualitative data by interview.
- Analyze the collective data by statistic and content analysis.

Stage 2 develop the model
basing the result of stage 1

Stage 3 Investigate the model
by the scholars focus group in
3 dimensions; correctness,
appropriateness and capability of
implementation

Stage 4 improve the model
base on the conclusion from
stage 3

The target of this study

- 15 schools, participate in the project of OEC.

The reason of selection

- cover all size of schools
- cover government and private school
- cover region of Thailand

Study Findings: Phase 1

1. Theory and concept will be selected for setting conceptual framework because of its harmonious with dynamics environment.

1.1) Integrated System Theory (Kast & Rozenweig, 1985) focuses on harmonious of systems, subsystems and environment.

By applied the mentioned theory, and set up school board system as the unit of analysis then

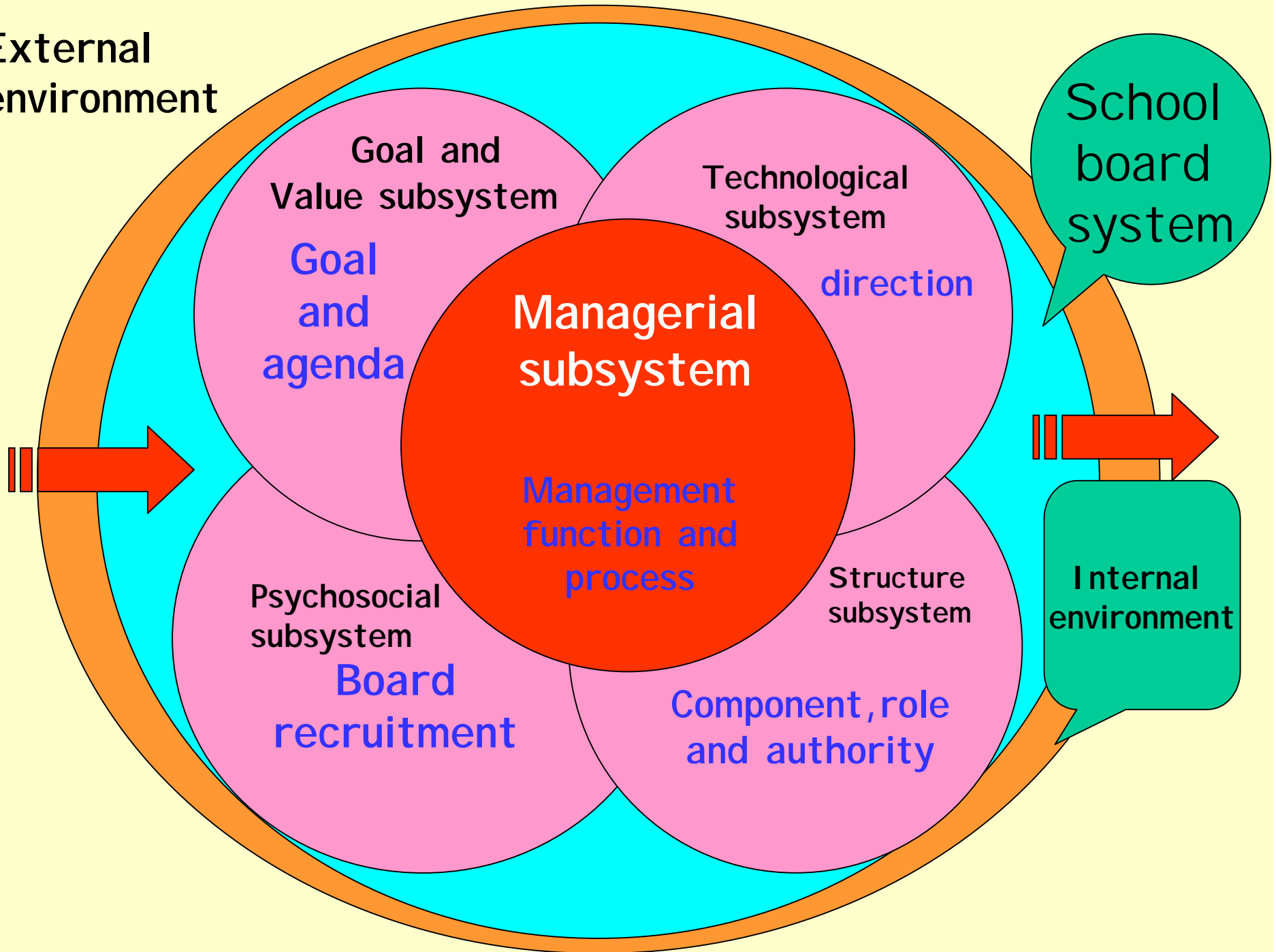
- **Goal and values subsystem** will be the goal and agenda of school board.

- **Structure subsystem** will be component, role and authority of school board.

- **Technological subsystem** will indicate the board direction.

- **Psychosocial subsystem** will mainly concern with board recruitment.
- **Managerial subsystem** will cover management function and process.
- **Environment** will cover inside and outside of school such as community, geography, economics, social and culture.

External environment



1.2) Concept of management function and process (Koontz & Weihrich, 1990) consists of

- **Planning** cover the process of goal setting, strategy and implement activity.
- **Organizing** means job setting, job grouping and decision-making structure.

- **Staffing** means allocation of man power and responsibility.
- **Directing** means to lead the operation follow the plan.
- **Controlling** cover monitoring, supervising, evaluation, assessment and control.

School-Based Management

- Intends to delegate the power of decision-making to school.
- Main objects are self - administration and power decentralization.

1.3) Aim of SBM. Is to increase the efficiency of administration in 4 aspects, there are (Kaedang, 1998)

- Increase learners achievement, support by the decision-making structure.

- Increase Accountability as school has more authority and need to responsibility on the result base on their own decision as well as responsible for desire of stakeholder.

- **Empowerment** by self management which introduce sharing and cooperative society and continuing to school culture.
- **Political** benefit by reduce conflict.

In order to achieve above target, it is necessary to have a good decision - making structure which will be included in development of school board administration model in phase 2 as it's a part in managerial subsystem.

Study Findings: Phase 1

2. The conceptual to develop the model of administration of school board which will conduct in phase 2, at the beginning should set up widely and flexible. Because in fact, the result in stage 1 may be different and vary from school to school.

What should do in phase 2

- Should consider the factors that effect to administration of school, both positive and negative factors. Then by analysis and synthesis those information, the finding will be benefit for policy improvement.

What should do in phase 2

- During the stage of investigation of the model by using focus group the scholars should consider in many aspects, corrective, appropriate and possibility of implementation.

What should do in phase 2

Including the component of scholar should consist of scholars who expertise in education

administration, have experiences in committee management and

RESPONSIBLE FOR POLICY FORMULAR IN RELEVANT TO SCHOOL.

What should do in phase 2

- The model of administration by school board should cover implementation guideline, limitation, limitation or condition of model implementation in order to maximize the benefit when apply the model to improve the quality of education.

Thank you
for your attention

