PROPOSED EDUCATIONAL ADMINISTRATION STRATEGIES FOR SCHOOLS TRANSFERRED FROM THE OFFICE OF THE BASIC EDUCATION COMMISSION TO SUBDISTRICT ADMINISTRATION ORGANIZATIONS

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Abstract: The purposes of this research were 1) to analyze educational administration conditions and problems of transferred schools from the office of the basic education commission (OBEC) to the sub district administration organization (SAO 2); to propose educational administration strategies for transferred school from OBEC to SAO using mixed methodology research. Unit of analysis in Quantitative study were 18 transferred schools. 350 samples were collected from SAO CEO, SAO DCEO, academics, school administrators, teachers and academic staffs, school committees, and parents, using questionnaires to survey the educational administration conditions of transferred school from OBEC to SAO. Data were analyzed using frequencies, percentage, mean, standard deviation, and t-test. A school, which was successful in educational administration, was selected for qualitative study in order to formulate strategies by using the SWOT analysis technique. Then the strategies were examined using a focus group technique. The research findings follow:

1. The school administrative environment after school transferred from OBEC to SAO is higher than before school transferred in the statistical significant range of 0.05.

2. The key success factors in educational administration include 1) A clear educational development plan, generated through participation processes and consistent with SAO's development plan, 2) Vision and Leadership of executive such as SAO CEO or educational principals, 3) Teachers and academic staffs working team, sharing and helping each other, 4) Sense of belonging in school, 5) Learning culture among school, community, and SAO.

3. Proposed educational administration strategies for schools transferred from OBEC to SAO, called "School and Community Based Management: SCBM Strategy", consists of 3 policy strategies and 7 project strategies and 21 function strategies.

Introduction

Constitution of the Kingdom of Thailand, B. E. 2540 (1997) has stated the concept of decentralize power which results in the consequence of decentralize educational administration to local government. In addition, National Education ACT, B. E. 2542 and Amendments B. E. 2545 (2002) were published in order to emphasize participation for all sectors involved in educational administration. Later, Determining Plans and Process of Decentralization to Local Government Organization Act, B. E. 2542 (1999) were written to facilitate those actions. Thus (as of 28 Dec 2008), there were 18 schools under the Office of the Basic Education Commission (OBEC) transferred to Sub district Administration Organization (SAO). These schools had to improve various factors including structure, process, personal and technology, which could be obstacles of the educational administration especially in schools transferred to SAO.

The researcher was interested in analysis of the educational administration environment of the schools transferred from OBEC to SAO in order to propose rigid educational administration strategies for those schools, according to Miles (referred in Hopkins and others, 1997: 74) stated that those changes need strategies for those schools to operate effectively in the midst of change. Ellsworth (2000: 33) has mentioned that the successful educational changes need suitable strategies for those changes to achieve agility, efficient, compliance with environment and community needs, also leads to improve student achievement, which is the key factor of educational administration.

Objectives of the Research

1. To analyze educational administration conditions and problems of transferred school from the office of the basic education commission: OBEC to sub district administration organization: SAO

2. To propose educational administration strategies for transferred school from OBEC to SAO.

Research Methodology

This research used a mixed methodology method. Unit of analysis in Quantitative study were 18 transferred schools and 350 samples were collected from Chief Executive of SAO, Chief Administrator of SAO, academics, school

administrators, teachers and academic staffs, school committees, and parents, using questionnaires to survey the educational administration conditions of transferred school from OBEC to SAO. Data were analyzed using frequencies, percentage, mean, standard deviation, and t-test. A school, which was successful in educational administration, was selected for qualitative study in order to formulate strategies by using SWOT analysis technique. Then the strategies were examined using focus group technique. The study comprised of 5 steps as follows:

Step 1 literature review

Documents and related research were reviewed, analyzing related concepts and theories. A conceptual framework was developed.

The conceptual framework of Lewthwaite (2007), Pratt (2006), Petrus (2001), and Flaxman (2001) were analyzed in order to derive school and community based management that bases on 7 concepts as follows:

1) Communities and schools have the right to make decisions independently to set up their targets to meet the community needs.
2) Community has its roles as an educational administration partnership, which includes-
   - Set up corporate objectives.
   - Set up roles and responsibilities together.
   - Set up systematic co-working process.
3) Collaborative structure
4) Utilize community resources integrated with educational administration includes:
   - Communities' knowledge
   - Communities' knowledge base
5) Educational administration network development
6) Build learning culture in order to solve their problems and to improve schools and communities
7) Leadership development for schools CEO and communities CEO

Step 2 State educational administration conditions of schools transferred from OBEC to SAO using survey research using questionnaire as data collection tool.

Step 3 The best practice in educational administration selected from a successful school transferred from OBEC to SAO for case study using qualitative research method.

Step 4 Formulate educational administration strategies for transferred schools from OBEC to SAO by SWOT analysis technique.

Step 5 Evaluate suitability and feasibility of strategies using focus group technique. The experts' recommendations were used to improve strategies.

Research Results

1. The result of external environment study of school transferred from SAO to OBEC has shown that:

67.3 percentage found that economical aspect in general is a threat.

60.9 percentage thought social and culture in general is an opportunity

85.5 percentage found that technology in general is an opportunity.

80.8 percentage thought educational aspect in general is an opportunity.

74.3 Percentage thought that a political and law aspect in general is an opportunity.

2. The result of internal environment study of school transferred from OBEC to SAO. The comparison study (t-test) of all 4 aspects between the average of internal environment has statistical significant of 0.05 with post transfer has higher value than pre transfer does.

3. Key success factors to educational administration from case studied school's

1) A clear education development plan generated form collaborative process and mapped with SAO plan.
2) Visions and leadership administrators such as Chief Executive of SAO and School CEO.
3) Teamwork and respect
4) School sense of belonging.
5) Learning culture among school, SAO, and community.

4. The result from SWOT analysis. By using both quantitative and qualitative data and literature review, the external environment and the internal environment have been analyzed. The result has shown strength, weakness, opportunity and threat as follows:

1) If there is no any notification, it is collected from questionnaire.
2) *Data collected from case study.
3) **Data collected from questionnaire, case study, and related documents.

Opportunity

- Home, religious place, school, and community have a closed social relationship and support to each other.
- Local identity; including tradition, custom, culture, and local wisdom; facilitating curriculum formulation.
- Values and awareness in importance of education lead parents taking care of their children better.*
- The advance of modern technology is used to facilitate more efficiency in educational management. **
- The ability to access to information is faster and more convenience increase more opportunity for learner to develop their potential. **
- Information technology was widely used in order to increase school's performance. **
- The department of local administration gave well support in educational management. **
- The department of local administration clearly defines structure, vision, and mission in education management.
- Clearly stated law support the participation for local administration organization and their stakeholders. **
- Government policy support local governments to have authority in their education management.

Threat
- lack of budget to support educational management due to low income tax collection of SAO. **
- People have some believes and values that obstruct educational management. *
- There is no central organization to coordinate among schools under SAOs or other local government organizations in the same province. **
- State roles and responsibility of OBEC and Education Area Office to support and coordinate with transferred schools in educational administration. *
- People lack of confident in SAO especially in educational management aspect. **
- Advance Technology abused. *
- Advance technology was used for a reason of procurement in order to make profit for some local political group. **
- There is no law or regulation for educational administration under SAO. *
- According to law, SAO is entity and school is working under SAO. School is lack of authority and has no freedom in administration. *
- There is local political interference in school educational administration. **
- Discontinuity of educational support policy according to local administrative party change. **

Strength
- School was funded to provide educational resources, organize learning development activities, and adjust their environment to facilitate learning management. **
- Schools are more capable in academic management toward their goals related to their community's real problems and needs. **
- Stakeholders got more involved in academic management. **
- School and community using local resources together very well both knowledge and resources of the community including the use of local materials and resources. Natural resources for the benefit of learning management. **
- The number of schoolteachers and educational personnel has increased because SAO allocated more employment for school. *
- Administrators, teachers and educational personnel receive certain welfare and benefits better as the result they have morale to work better.*
- SAO becomes more unity in administration. **
- SAO is more capable in efficient educational administration because there are fewer schools under their responsibility. *
- SAO is the closet organization to local people to be able to understand community's problems and needs. **
- Most transferred schools are small which make them simple to manage efficiently.*
- Stakeholders get more involved in educational administration to match with community's needs.*

- Stakeholders have sense of belonging in their school, which results in truly management education for local. **

Weakness
- Inflexible school budget execution must follow the approved plan. The new project or the urgent project have problem. *
- There is misunderstanding in supporting budget per head from central. *
- At the beginning of transfer phase, SAO provide insufficient funds to develop building, material and equipment. There is some expectation to get full support. *
- SAO's Inventory sector is authorized in acquisition, which sometimes there is, not matched the requirement or not in time of school needs.
- Inefficiency budget spending if there is no proper control. **
- SAO is inexperience in educational management especially in academic administration. **
- SAO academic staffs were lack of knowledge, understanding, and experience in education. **
- Quality of academic management depends on school and their staffs mostly. *
- There is no support from Educational Service Area Office. School relies on themselves in academic management. **
- Lack of Administrators and academic in SAO or educational staffs are inexperience in educational management. **
- Inadequate educational supervisors to supervise and control learning management systematically. **
- The majority of teachers are new teachers or teacher assistant. They are lack of understanding and experience in learning management. **
- Teachers and academic staffs are quit or transfer to other organization.
- Teacher and academic staff lacks of confident in professional dignity and lack of morale to work according to SAO's management culture which support only their groups.
- Teacher and academic staff selection process were slow according to they do not have their authority to select their own staff. The independent process must be done through OBEC. **
- There is under qualified teacher has been recruited through patronage system.
- Improper and unfair incentive management.
- Inadequate and improper training in organizing learning activity **
- Bureaucratic Structure and slow decision making process**
- Lack of support and coordination with educational network i.e. OBEC and other schools. **

The school transferred from OBEC to SAO strategy proposal result

Strategy formulate from this research is called School and Community based Management: SCBM Strategy comprises of 3 policy strategies, 7 project strategies and 21 activity strategies as follows:

Strategy 1 Increase educational and learning opportunity for learner and community

1.1 Develop collaboration network for higher potential in administration

1.1.1 Building collaboration network between schools under local government organization

1.1.2 Building collaboration network between schools under OBEC and Educational Area Office

1.1.3 Building collaboration network with higher education in area

1.1.4 Promote educational administration network between school and community and also outside community in form of assembly

1.2 Develop educational administration potential for strategic partner

1.2.1 Building school sense of belonging for community and stakeholder

1.2.2 Setup working system with community and stakeholder participation.

Strategy 2 Maintain art and culture value, and local identity

2.1 Promote local resources utility integrated with education management

2.1.1 Use community resources in learning management.

2.1.2 Promote community resources utility in educational administration

2.2 Enhance learning culture in school, community, and SAO.

2.2.1 Promote knowledge management in school, community, and SAO in order to solve problem and improve quality of education

2.2.2 Promote technology utility to increase learning efficiency of school, community, and SAO

Strategy 3 Use good governance principles in school management

3.1 Truly promote community participation in administration

3.1.1 Promote school and community have an authorize in educational administration independently

3.1.2 Build collaborative structure in school, community, and SAO

3.1.3 Build administrative mechanism by team from school staffs to improve education quality and to balance political power

3.1.4 Build potential and strength in education management for school, community, and SAO

3.2 Develop leadership in administrators, teachers and academic staffs from school, community, and SAO

3.2.1 Promote leadership development for administrators, teachers and academic staffs to enhance visions and potential in education

3.2.2 Promote leadership development in education management for community leader

3.2.3 Promote and reward people who played an outstanding role in educational leader

3.2.4 Develop change agent with innovation and management capability

3.3 increase efficiency outcome and quality of school management on good governance principles

3.3.1 Promote educational standard related to community's need

3.3.2 Develop budget management system on good governance principles with effective control system

3.3.3 Develop HR management system to increase efficiency in student-based management and maintain the teacher professional dignity

3.3.4 Improve management system in general to increase efficiency in educational management

Discussion

From the study result, there are some issues to discuss as follows:

1. School and Community Based Management: SCBM Vision

School and Community Based Management: SCBM Strategy focuses on educational decentralization management to community.

The vision has reflected the basic education management that should encourage community participation, which agrees with the new paradigm of Flaxman (2001: 6-7) "community's school educational administration must response to people and community needs. People are able to learn and develop themselves and community to be learning community. The highest goal is to provide education to enhance community for sustainable development."
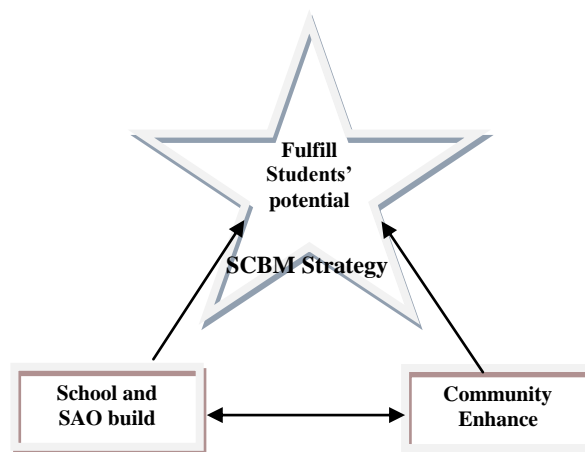

Figure 1: the Relation of SCBM Educational Administration Strategies

Figure 1 shows the relation of SCBM Educational Administration Strategies as follows:

2.1 Base 1: School and SAO build

The first strategy, which school and SAO have to build up, is the good governance in school in order to increase their efficiency and gain more confidence in their educational management capability the balance of power of SAO administrators should be done by building strong

educational administration mechanism. School structure has to be modified to Collaborative structure including leadership development for Administrators, teachers and educational personnel from schools, community leaders, and SAO leaders. According to Niekerk, E. J. van. Niekerk, P. P. du van. (2006) leadership is a key item, which leads to change; to self-management in schools and to increases efficiency, with effectiveness. The quality of school management based on good governance concepts with transparency, fairness, and efficient assessment system are additional results.

2.2 Base 2 : Community Enhance

The second policy strategy is maintaining the value of local identity, both wisdom and culture, by promote the integration of local resources utilization for educational management. Pratt (2006) supported the use of learning experience in community as base of school curriculum development included building learning culture in school, community, and SAO. The main operational strategies are promoting knowledge management in school, community, and SAO. Levie, Jose Manuel (2006) also mentioned that the success of community's school must have learning culture like learning organization.

2.3 Base: 3 fulfill students' potential

By increasing the educational opportunity of students and community in both the formal system and informal system; building educational administration internal network; improving external network with educational management; and, supporting potential. Those networks will help the school to be able to fulfill their students' potential well. In addition, they will become strategic alliances in school educational administration.

The highest goal of these proposed strategies is to maximize educational opportunity in order to fulfill students' potential through community collaboration. The community should take part in knowledge management process until they become a learning community. Consequently, the community will be stronger and capable of dealing with rapid change from outside, both to the advantage and disadvantage of the community. Most of all, the community will walk toward sustainable development.

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