

การบริหารจัดการโรงเรียนโดยการปฏิบัติจริงและการทดสอบการศึกษาขั้น
พื้นฐาน (ONET) การปฏิบัติงานของโรงเรียนประถมศึกษาพื้นที่บริการการ
ศึกษาเขต 2 จังหวัดลำพูนประเทศไทย: การบูรณาการเพิ่มเติม
SCHOOL-BASED MANAGEMENT PRACTICES AND ORDINARY
NATIONAL EDUCATIONAL TEST (ONET) PERFORMANCE OF
PRIMARY SCHOOLS, EDUCATIONAL SERVICE AREA 2,
LAMPHUN, THAILAND : AN ENHANCED IMPLEMENTATION

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บทคัดย่อ

การบริหารจัดการแบบ School-Based (SBM) มีแนวคิดว่าการเปลี่ยนแปลงโครงสร้างการกำกับดูแลอย่างเป็นทางการ ซึ่งเป็นรูปแบบของการกระจายอำนาจที่ให้โรงเรียนแต่ละแห่งเป็นหน่วยหลักของการดำเนินการปรับปรุงโดยอาศัยการกระจายอำนาจการตัดสินใจไปเพื่อกระตุ้นและให้เกิดความยั่งยืนดังนั้นการศึกษานี้ได้ดำเนินการเพื่อตรวจสอบความสัมพันธ์ของการบริหารจัดการในโรงเรียนและประสิทธิภาพของ O-NET ของโรงเรียนประถมศึกษา ผู้วิจัยใช้สถิติสหสัมพันธ์โดยใช้แบบสอบถามที่ปรับให้เหมาะสมกับผู้บริหารโรงเรียน ครูและนักเรียน วิเคราะห์ข้อมูลโดยใช้ความถี่ ร้อยละ ค่าเฉลี่ยถ่วงน้ำหนัก สหสัมพันธ์เพียร์สันอาร์และ ANOVA ผลการวิจัยพบว่าผู้ตอบแบบสอบถามส่วนใหญ่มีอายุระหว่าง 7 ถึง 12 ปี มีจำนวนน้อยที่มีอายุมากกว่า 46 ปีขึ้นไปของครูและผู้อำนวยการโรงเรียน ส่วนใหญ่เป็นเพศหญิง ศึกษาระดับปริญญาโทประสบการณ์การสอน 1-5 ปีและมากกว่า 25 ปีในการบริหารโรงเรียน นอกจากนี้ยังพบว่าขอบเขตของการปฏิบัติ SBM ในหลักการการกระจายอำนาจ หลักการมีส่วนร่วม หลักการของการฟื้นฟูของการจัดการการศึกษา หลักการการจัดการตนเอง หลักการของการตรวจสอบและกิจกรรมของการตรวจสอบอย่างสมดุลโดยถามผู้ตอบแบบสอบถามทั้งสามกลุ่ม ผลพบว่าไม่มีการแตกต่างอย่างมีนัยสำคัญในหลักการการกระจายอำนาจโดยผู้อำนวยการโรงเรียนและนักเรียน อย่างไรก็ตามมีความแตกต่างอย่างมีนัยสำคัญในทางปฏิบัติ SBM ในแง่ของหลักการของการมีส่วนร่วม หลักการของการฟื้นฟูของการจัดการการศึกษา, การจัดการตนเองและหลักการของการตรวจสอบและกิจกรรมของการตรวจสอบอย่างสมดุลตามการรับรู้ของทั้งสามกลุ่ม นอกจากนี้ร้อยละของผู้ตอบแบบสอบถามเกี่ยวกับอายุวุฒิการศึกษาและประสบการณ์ไม่ได้เป็นตัวแทนายระดับการปฏิบัติของ SBM นอกจากนี้สามโรงเรียนรับรู้ว่าจะไม่มีความแตกต่างอย่างมีนัยสำคัญในการปฏิบัติ SBM แต่อีกสี่โรงเรียนเห็นว่าจะมีความแตกต่างอย่างมีนัยสำคัญในการปฏิบัติ SMB ของโรงเรียนประถมศึกษา ด้านประสิทธิภาพของ O-NET ของนักเรียนพบว่าการปฏิบัติงานของโรงเรียนประถมศึกษาที่มีความผันผวนในสามปีติดต่อกันและไม่ตรงตามมาตรฐานที่กำหนด ส่วนใหญ่นักเรียนชาววิชาวาษาอังกฤษ นอกจากนี้ยังมีความแตกต่างอย่างมีนัยสำคัญในการปฏิบัติงาน O-NET ของโรงเรียนประถมศึกษาในพื้นที่บริการการศึกษา ดังนั้นอายุคุณวุฒิการศึกษาและประสบการณ์ไม่ได้เป็นตัวแทนประสิทธิภาพของ O-NET ของโรงเรียนประถมศึกษา ดังนั้นจึงมีความสัมพันธ์อย่างมีนัยสำคัญระหว่างการปฏิบัติแบบ SBM และประสิทธิภาพ O-NET ของโรงเรียนประถมศึกษาที่มีความสัมพันธ์เชิงบวกในระดับที่สูงระหว่างตัวแปร ปัญหาทั่วไปที่พบในการดำเนินการ SBM คือไม่มีเกณฑ์ที่ชัดเจนเพื่อให้แน่ใจว่าโรงเรียนดำเนินการอย่างมีประสิทธิภาพและประสิทธิผล ความต้องการด้านงบประมาณ การปรับปรุงขั้นตอนการสื่อสารไม่บรรลุผล โดยสรุปการฝึก SBM มีผลต่อประสิทธิภาพของ O-NET ของโรงเรียนประถมศึกษา ขอแนะนำให้โรงเรียนประถมศึกษาต้องเพิ่มความเข้มงวดในการปฏิบัติ SBM ผ่านการตรวจสอบและประเมินผลอย่างต่อเนื่อง

คำสำคัญ: การจัดการ SBM, ผลการปฏิบัติงาน O-NET, ผลการทดสอบทางการศึกษาระดับชาติด้านสามัญ, โรงเรียนประถมศึกษา

ABSTRACT

School-Based Management (SBM) can be viewed conceptually as a formal alteration of governance structures. It is a form of decentralization that identifies the individual school as the primary unit of improvement, and relies on the redistribution of decision-making authority in which improvement might be stimulated and sustained. Thus, the study was conducted to determine the relationship of school based management practices and the O-NET performance of primary schools. The researcher made use of descriptive correlational design utilizing an adapted questionnaire administered to school directors, teachers and students. The data were analyzed using frequency, percentage, weighted mean, pearson r correlation and ANOVA. The findings revealed that majority of the student respondents belong to 7 to 12 years old. There were minimal numbers of 46 years and above for teacher and school director respondents. Most of them were female, masters' degree holder, 1-5 years teaching experiences, and over 25 years in school administration. It was also found that the extent of SBM practices in decentralization principles, principles of participation, principles of restoration power of education management, self-management principles, and principles of monitoring and balance checking activities were agreed by the three groups of respondents. It was revealed also that there was no significant difference in the decentralization principles according to school directors and students. However, there was a significant difference in the extent of SBM practices in terms of principles of participation, principles of restoration power of education management, self-management, and principles of monitoring and balance of checking activities dimensions as perceived by the three groups. In addition, profile of the respondents as to age, educational qualification, and experiences are not predictors of the extent of SBM practices. Moreover, three school districts perceived that there was no significant difference in the SBM practices, however, other four school districts perceived that there was a significant difference in the SMB practices of primary schools. With regards to the O-NET performance of students, it was found that the performance of the of the primary schools was fluctuating in three consecutive years, and did not meet the standard the prescribed standards. The students were deficient in English subjects. Furthermore, there was a significant difference in the O-NET performance of primary schools in educational service area. Hence, age, educational qualifications, and experiences are not predictors of the O-NET performance of primary schools. Thus, there was a significant relationship between the extent of SBM practices and O-NET performance of primary schools with very strong positive correlation between the variables. The common problems encountered in the SBM implementation were identified that there was no clear criteria to ensure that schools run effectively and efficiently, and the budgetary needs, enhancement of communication procedures are not attained. To conclude, the SBM practice affects the O-NET performance of the primary schools. It is recommended that primary school must intensify the SBM practices through constant monitoring and evaluation.

Keywords: School-Based Management, O-NET Performance, Ordinary National Educational Test Performance, Primary School.

INTRODUCTION

Education is an essential process to develop all skills of the individuals. The development, such as the ability to make a living, and personal career, could lead the country's development. Therefore, effective education particularly affects personal improvement in societies. The education is also considered as the tool for human development. According to the requirements of the Thai Constitution of A.D. 2007., everyone has the equal rights to access education for at least 12 years. The educational reformation aims to develop Thai people to be potential persons with ethics, high abilities, and happiness. In order to achieve the goal, decentralization and corporation of stakeholders are crucial, according to the National Education Act (The National Education Act of A.D. 2009, and the third edition amendment of A.D. 2010.) of A.D. 2009. The Act provides structural system and process for educational management which are unified policy with various guidelines. Decentralization to local schools and institutes is included in the provision in section (39) that assigns the Ministry of Education to decentralize administrative management and educational management including academic, finance, human resource, and general management to local board of directors, district offices, and local schools in the district. The decentralization of schools has the agility and independence to manage in accordance with School-Based Management Practices and Ordinary National Test (O-NET) for Primary Schools. According to section 40, the board of directors of basic education directs and promotes school activities. The board consists of parents and teachers, social organization, local administrative organization, alumni, and experts, while school administrators are committees and secretaries. It is the concern of the government that all departments have to collaborate in order to develop educational management practices and linkages.

School-Based Management is a management model which decentralizes the power of educational management from central or local district to schools. The schools have the complete authority and responsibility on management. It must be independent and flexible to make decisions relating to school missions including the budget for curriculum, human resource management, and the administrative management. Moreover, many schools prefer School-Based Management because school committees have the authority and the responsibility to use current resources to address the problems, organize educational activities to develop accurate school operations. The idea is that it provides education for all and creates Thai society to be a knowledge-based society. Thus, it could improve quality of life by cultivating social responsibilities to young generations.

The office of primary education at Lamphun Thailand, district 2, has the duty to manage education in 4 districts consisted of 7 school networks with 83 schools. Each school is located in different districts, sub districts, and in the villages. The quality of teaching is caused by the lack of teachers, teaching materials, and students' readiness. Therefore, one of the strategies to improve

efficiency is to evaluate the school operations in order to achieve quality education. Therefore, this study focuses on current problems affecting the management of the primary schools at Lamphun Primary Education District 2. The assumption is that School- Based Management could draw appropriate approaches for planning and development. Thus, it requires people who have the same ideology to create effective educational management systems.

OBJECTIVES

This study aimed to find the relationship of School Based- Management practices and O-NET Performance of Primary Schools in Area 2 , Lamphun , Thailand. Specifically, this study aimed to answer the following questions.

1. What is the extent of practice of School-Based Management in the Primary Schools of Service Area 2, Lamphun, Thailand in terms of:
 - 1.1 Decentralization Principles;
 - 1.2 Principles of Participation ;
 - 1.3 Principles of Restoration Power of Education Management in the people;
 - 1.4 Self-Management Principles; and
 - 1.5 Principles of Monitoring and Balance Checking Activities?
2. What is the ONET test performance of primary schools?
3. Is there a Significant relationship between the extent of school-based management and the ONET performance of primary schools in the educational service area 2, Lamphun, Thailand?
4. What are the problems encountered in the practice of school-based management in the primary schools in educational service area 2. Lamphun, Thailand?

RESPONDENTS

The study randomly select 83 school directors, 358 teachers, 830 students in primary schools. By choosing from schools under the Office of Lamphun Provincial Primary Education area 2. From schools that have passed official tests at an acceptable level for three consecutive years.

RESEARCH METHODOLOGY

DESIGN

The study used the descriptive correlational research as it is concerned with the relationships among the independent variables such as SBM practices and O-NET performance of primary

schools. The correlational research describes the degree to which two or more variables are related, and employs a statistical investigation of the relationship between one factors or one or more other factors.

INSTRUMENTS

The study used two adopted questionnaires from Marilak (2009) and Sorncut (2009). It focuses on the extent of SBM practices of primary schools. The questionnaires underwent validity and reliability with the Cronbach alpha of 0.80. The secondary data was taken from the document of the office of the school directors on the O-NET scores.

DATA ANALYSIS

The following were the data analysis tool used at 0.05 level of significance: frequency, percentage, weighted mean, pearson r correlation and ANOVA.

RESULTS AND DISCUSSIONS

EXTENT OF PRACTICE OF SCHOOL-BASED MANAGEMENT

School-based management can be viewed conceptually as a formal alteration of governance structures, as a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvement might be stimulated and sustained. In the context of the study the practice of SBM was determined based on the dimensions of decentralization principles, principles of participation principles of restoration power of education management in the people, self-management principles, principles of monitoring and balance checking activities. Each dimension is discussed in separate table.

Decentralization Principles. Decentralization is one of the main movements in the developed and underdeveloped countries around the world which calls for increased participation of principals, teachers, staff and students and parental involvement in school development and management and eventually to achieve high performance. Decentralization through school-based management has shown mixed results. Bautista, Bernardo and Ocampo (2010) noted that in developed societies, SBM increases participation in decision making but does not appear to have an effect on teaching and learning when treated merely as a change in governance structure.

Table 5 Decentralization Principles

Indicators	Directors		Teachers		Students		Average	
	WM	D	WM	D	WM	D	WM	D
1. Schools have a management structure, divided into sections, with a clear and practical description of the work.	4.70	SA	3.82	A	4.26	A	3.97	A
2. Schools set policies and plans for teaching and learning.	4.75	SA	3.98	A	4.16	A	4.07	A
3. Schools are free to set school curricula and local curricula according to the needs of the community.	4.85	SA	4.03	A	4.34	A	4.15	A
4. Schools set guidelines Methods and criteria for supervising teaching and learning of teachers in schools.	4.75	SA	4.02	A	4.24	A	4.12	A
5. Schools are free to mobilize resources to support effective educational management.	4.65	SA	3.85	A	4.35	A	4.01	A
6. School boards determine the policies and plans for the development of educational institutions.	4.70	SA	4.11	A	4.35	A	4.21	A
7. Schools set the guidelines for the development of personnel in line with the needs of personnel in educational institutions.	4.60	SA	3.85	A	4.32	A	4.00	A
8. Schools set the framework for Budget Management Guidelines to be effective in education with the approval of the school board.	4.65	SA	3.90	A	4.35	A	4.02	A

9. Schools shall set guidelines for the purchase of teaching materials, and materials are sufficient for teaching and learning activities of educational institutions.	4.70	SA	3.90	A	4.40	A	4.05	A
10. Schools set guidelines explaining methods to check the receipt - pay the package according to the procurement procedures.	4.80	SA	4.03	A	4.34	A	4.10	A
Overall	4.73	SA	3.91	A	4.25	A	4.08	A

Note: n = 1, 271 Legend: 1.00-1.50 - Strongly Disagree (SD), 1.51-2.50 - Disagree (D), 2.51-3.50 - Undecided (Un), 3.51-4.50 - Agree (A), 4.51-5.00 - Strongly Agree (SA)

Table 5 presents the decentralization principles of School-Based Management. It shows that all indicators were agreed by the three groups of respondents. This simply means that the primary schools always practiced SBM in terms of decentralization principles. The primary schools practiced decentralization wherein the school boards determine the policies and plans for the development of educational institutions, schools were free to set school curricula and local curricula according to the needs of the community and schools set guidelines methods and criteria for supervising teaching and learning of teachers in schools.

It implies that primary schools are empowered to develop their plans, design curriculum, and set criteria for monitoring of teachers. With this, the schools made strategic plan together with school boards for the school operation. The school also had given the prerogative to create their own curriculum align to the needs and interest of the learners in the community. With the creation of the curriculum, teachers are supervised in the delivery of their lessons based on the monitoring tool which is contextually design.

According to Malen, Ogawa and Kranz (2010), the main theory of SBM around the world is that giving actors of schools more authority over school affairs that will result in school improvement as they are in a better situation for the decision-making to meet the school requirements in a more effective manner. SBM reform decentralizes accountability and decision-making authority to local school management committees (World Bank, 2013). In this sense, SBM takes many different forms, in terms of who has the authority to make decision and also the level of decision-making (Gertler et al 2006).

Principles of Participation. This dimensions of SBM discussed about how the community actually engaged in the school operations. Effective school heads are engaged in shared decision-making with the community in achieving universal participation, completion and functional literacy. This dimension covers the parents, and other stakeholders. involvement to raise learners' performance. This also includes responsibility for promoting positive image of the school thereby establishes sustainable linkages with other sectors. The indicators in this dimension is presented in Table 6

Table 6 Principles of Participation

Indicators	Directors		Teachers		Students		Average	
	WM	D	WM	D	W M	D	WM	D
1.Schools provide opportunities for the community to participate in policy formulation, mission development, goals and directions for quality improvement.	4.80	A	4.31	A	4.3 4	A	4.3 5	A
2.Schools have a management system proceeded by the principle of all parties involved.	4.80	SA	4.41	A	4.4 7	A	4.4 5	A
3.School boards are involved in the management of the educational institution.	4.70	SA	4.43	A	4.4 8	A	4.4 6	A
4.Communities are involved in the development of the curriculum. The development would properly match the needs with the context of the institution and local context.	4.80	SA	4.41	A	4.4 5	A	4.4 3	A
5.Let the community take part in planning and suggesting solutions to problems in school activities.	4.55	SA	4.41	A	4.3 9	A	4.4 1	A
6.School committees are involved in management of academic education, personnel budget and general management.	4.65	SA	4.40	A	4.4 1	A	4.4 2	A

7.Schools provide opportunities for the school board to participate in the improvement and development of teaching and learning.	4.45	A	4.42	A	4.52	SA	4.44	A
8.Communities are involved in promoting and encouraging the provision of educational materials and resources to educational institutions.	4.50	A	4.31	A	4.44	A	4.34	A
9.Schools provide opportunities for relevant and community personnel endorsed the local curriculum.	4.65	SA	4.45	A	4.45	A	4.48	A
Overall	4.71	SA	3.94	A	4.28	A	4.21	A

Note: n = 1, 271 Legend: 1.00-1.50 - Strongly Disagree (SD), 1.51-2.50 - Disagree (D), 2.51-3.50 - Undecided (Un), 3.51-4.50 - Agree (A), 4.51-5.00 - Strongly Agree (SA)

Table 6 displays the principle of participation of school-based management. It shows that school directors strongly agreed in all indicators, while teachers and students also agreed in all the indicators. However, all indicators in over-all average were agreed by the three groups of respondents. This simply means that the primary schools always practiced SBM in terms of principles of participation. The school practiced SBM through providing schools the opportunities for relevant and community personnel endorsed the local curriculum, school boards were involved in the management of the educational institution, schools had management system proceeded by the principle of all parties involved.

It can be noted that primary schools allow parents, teachers and stakeholders- the community to participate in the planning, organizing, leading, coordinating and decision- making. They participate actively in the realization of the schools' visions. The schools always provide opportunity for internal and external stakeholders to participate in school activities which are also beneficial to the learners.

The finding is supported with the Child Friendly School System which asserts that this system is a partnership among schools, families of children and the community (LGUs, NGOs, church groups and community members) that exists for the purpose of realizing child rights in the education of children. Mangaron (2007) added that school principals engaged teachers, parents, and other stakeholders in planning, organizing, directing, coordinating, and evaluating to advancement of the schools and improve students' performance.

Principles of Restoration Power of Educational Management. The capacity building at the local level is one of the reasons for the effective implementations of SBM. The teachers, principals, and other school leaders need to build their capacity to perform their new roles in the restructured school operations. For teachers, it is an imperative to undertake professional development on topics like; needs assessment, curriculum design, research-based pedagogy, and continuous monitoring. For principals or school heads, they need to strengthen their knowledge and competencies on strategic leadership, human resource management, policy making, planning, resource allocation, community building, and networking among schools. This is presented in Table 7

Table 7 Principles of Restoration Power of Education

Indicators	Directors		Teachers		Students		Average	
	WM	D	WM	D	WM	D	WM	D
1. School boards approve the policies and plans for the development of educational institutions.	4.55	SA	4.05	A	4.19	A	4.12	A
2. Schools provide opportunities for the school board to approve the annual action plan.	4.65	SA	4.20	A	4.50	A	4.30	A
3. Schools provide opportunities for the school board to approve the curriculum to meet local needs.	4.20	A	3.94	A	3.95	A	3.96	A
4. School boards supervise and monitor the implementation of school plans.	4.55	SA	4.08	A	4.24	A	4.14	A
5. Schools promote and encourage all children in the service area to receive basic education with standardized quality thoroughly.	4.45	A	3.92	A	4.00	A	3.97	A
6. Schools promote the protection of children's rights, care for children with disabilities. Disadvantaged children and talented children have been developed to full potential.	4.20	A	3.71	A	3.63	A	3.72	A

7. Schools provide opportunities for the school board to suggest guidance and involve in academic management, budgeting, human resources management, and the general management of the school.	4.25	A	3.62	A	3.74	A	3.69	A
8. Schools encourage the mobilization of resources for education as well as external speakers and local wisdom.	4.10	A	3.52	A	3.74	A	3.61	A
9. Schools promote the relationship between schools and communities by coordinating with both public and private organizations in order to make the school a community resource.	4.55	SA	3.90	A	4.04	A	3.98	A
Overall	4.37	A	3.86	A	3.98	A	4.00	A

Note: n = 1, 271 Legend: 1.00-1.50 - Strongly Disagree (SD), 1.51-2.50 - Disagree (D), 2.51-3.50 - Undecided (Un), 3.51-4.50 - Agree (A), 4.51-5.00 - Strongly Agree (SA)

Table 7 presents the principles of restoration power of educational management of school-based management. It shows that all indicators were agreed by the three groups of respondents. This simply means that the primary schools always practiced principles of restoration power of educational management dimension in SBM. The school provides opportunities for the school board members to approve the annual action plan. The school board members participate in the supervision and monitoring of the implementation of school plans, approve the policies, and plans for the development of educational institutions.

It implies that school boards are empowered in the approval of the action plans and policies for the improvement of the schools. They are also entrusted to monitor and evaluate the implementation of programs, and projects aligned with the school developmental plan. The full authority is bestowed to the school boards. Effective leadership is the core of every successful schools. Effective school leaders collaboratively create a vision and establish a climate for teachers, non-teaching personnel and learners to reach their highest level of achievement.

The finding is in consonance the study of Caldwell (2014) that school autonomy, decentralization, and SBM are all policies that automatically put the school boards at the heart of quality

improvement. Past researches yielded that school management has a crucial contributions in the performance of teachers and students. The characteristics such as strong leadership, achievement-orientation and good community networks pave the way for successful schools.

Self- Management Principles. This domain covers the critical roles of school heads that play in managing the implementation and monitoring of their schools' improvement. They are responsible for generation, mobilization and are accountable for the utilization of funds and other resources. They also use ICT in the management of their daily operations. The indicators for this dimension is presented in Table 8

Table 8 Self- Management Principles

Indicators	Directors		Teacher s		Students		Average	
	WM	D	WM	D	WM	D	WM	D
1. Schools encouraged the promotion of educational institutions to build good relationships with the community.	4.65	SA	4.20	A	4.50	A	4.30	A
2. Schools prepare annual performance calendars based on annual work plans and improve the implementation of plans for greater efficiency.	4.20	A	3.94	A	3.95	A	3.96	A
3. Schools promote the adoption of the resolution at the meeting to practicality.	4.55	SA	4.08	A	4.24	A	4.14	A
4. Schools conduct quality assurance in continuing education with all concerned parties, both internal and external quality assurance.	4.45	A	3.92	A	4.00	A	3.97	A
5. Schools provide opportunities for the school committees and the community to monitor the implementation of educational institutions.	4.20	A	3.71	A	3.63	A	3.72	A
6. Schools, the results of the annual work plan submitted to the school board for their approval and report to the public to monitor the quality of the school.	4.25	A	3.62	A	3.74	A	3.69	A

7. Schools adjust streamline of their management structure to suit the current situation.	4.10	A	3.52	A	3.74	A	3.61	A
8. Schools organize database system, information in both academic and personal budgeting, and the general management, and update all information to present. The information can be immediately available.	4.55	SA	3.90	A	4.00	A	3.94	A
Overall	4.37	A	3.86	A	3.95	A	3.92	A

Note: n = 1, 271 Legend: 1.00-1.50 - Strongly Disagree (SD), 1.51-2.50 - Disagree (D), 2.51-3.50 - Undecided (Un), 3.51-4.50 - Agree (A), 4.51-5.00 - Strongly Agree (SA)

Table 8 reflects the self-management principles of school-based management. It shows that all indicators were agreed by the three groups of respondents. This means that the primary schools always practiced self-management principle of SBM. The schools practiced self-management principles of SBM by providing the schools with the opportunity for the school board to approve the annual school performance report. The schools were free to allocate the budget, and to effectively manage the education with the approval of the school boards.

It implies that schools are empowered to approve annual school performance report, manage finances, and conduct studies that are essential in the community. Effective school management create and implement strategic plan in accordance to the needs of the school. Prioritization of the plan is based on the budget allocation, and arising needs in the school operation. Proper school management of the school leaders are necessary to address the needs of the school. With this, the school is expected to perform across deliverables. School management has always a positive impact to the school performance. It provides a quality learning environment for effective teaching learning to happen.

The finding is supported with the study of Ghazala (2013) and revealed that management competence of school heads is directly related to school effectiveness. This is basically the result to high school performance, and create a quality learning environment. In addition, Adlaon (2011) showed that there was a positive correlation between the management competence of school heads and effectiveness.

Principles of Monitoring and Balance of Checking Activities. This dimension entails the promotion of educational institutions to build good relationships with the community. The indicators of this dimension is presented in Table 9

Table 9 Principles of Monitoring and Balance Checking of Activities

Indicators	Directors		Teacher s		Students		Average	
	WM	D	WM	D	WM	D	WM	D
1. Schools encouraged the promotion of educational institutions to build good relationships with the community.	4.65	SA	4.20	A	4.50	A	4.30	A
2. Schools prepare annual performance calendars based on annual work plans and improve the implementation of plans for greater efficiency.	4.20	A	3.94	A	3.95	A	3.96	A
3. Schools promote the adoption of the resolution at the meeting to practicality.	4.55	SA	4.08	A	4.24	A	4.14	A
4. Schools conduct quality assurance in continuing education with all concerned parties, both internal and external quality assurance.	4.45	A	3.92	A	4.00	A	3.97	A
5. Schools provide opportunities for the school committees and the community to monitor the implementation of educational institutions.	4.20	A	3.71	A	3.63	A	3.72	A
6. Schools, the results of the annual work plan submitted to the school board for their approval and report to the public to monitor the quality of the school.	4.25	A	3.62	A	3.74	A	3.69	A

7. Schools are transparent and can be monitored.	4.10	A	3.52	A	3.74	A	3.61	A
8. Monitoring and evaluating the effectiveness of internal school budget expenditures are complete and accurate.	4.55	SA	3.90	A	4.00	A	3.94	A
9. Schools carry out quality assurance in continuing education with all concerned parties, including one-time quality assurance and external quality assurance every five years.	4.10	A	3.52	A	3.74	A	3.61	A
10. Schools analyze and evaluate the feasibility of project activities.	4.55	SA	3.90	A	4.00	A	3.94	A
11. Schools have supervision systems. Monitor and evaluate performance on a continuous basis.	4.65	SA	4.20	A	4.50	A	4.30	A
12. School administrators, teachers, school board directors, and the person have been concerned understandings and appreciated the internal and external quality assurance.	4.20	A	3.94	A	3.95	A	3.96	A
13. Schools provide the opportunity to checking and balance each other's power between public and private schools.	4.45	A	3.92	A	4.00	A	3.97	A
Overall	4.37	A	3.86	A	3.95	A	3.94	A

Note: n = 1, 271 Legend: 1.00-1.50 - Strongly Disagree (SD), 1.51-2.50 - Disagree (D), 2.51-3.50 - Undecided (Un), 3.51-4.50 - Agree (A), 4.51-5.00 - Strongly Agree (SA)

Table 9 enumerates the principles of monitoring and balance checking activities of school-based management. It shows that all indicators were agreed by the three groups of respondents. This means that the primary schools always practiced principle of monitoring and balance checking of activities of SBM. The schools encouraged the promotion of to build good relationships with the community, had supervision systems, monitor and evaluate performance on a continuous basis, and promote the adoption of the resolutions.

It implies that schools promote good relationship with the community. The school heads strengthen the links between school and community activities, particularly as these links help in the attainment of the curricular objectives. It also create a system of monitoring the performance as basis for continuous improvement of the school operations. The learning environment focuses on the importance of providing social and physical environment within which all students, regardless of their individual differences in learning, engage the different learning activities and work towards attaining high standards of learning. This is attained through the collaboration of the parents and community in school operations.

This affirmed to the study of Caminade (2018) that there is a need for the school heads to be partners with the community considering that they are the external stakeholders who are also deemed accountable in school operations. The support of the community provides help in the continuous improvement of school operations across key result areas. The continuous improvement in school operation creates a positive impact to the school performance once this is delivered effectively and efficiently. Thus, monitoring and evaluation must be done to determine the attainment of the goals and objectives set in an organization.

Ordinary National Educational Test (O-NET) Performance of Primary Schools

The O-NET test performance of the primary schools is the outcomes of the teaching process must be measurable so that the emphasis on behaviorism, as learning is defined as what students can actually do when they have finished the course of study obtaining a change of behavior after an experience. This data was taken from 2015 – 2017 across subject areas.

Table 10 ONET Performance of Primary Schools

Subjects	Year		
	2015	2016	2017
Thai Language	45.64	51.33	54.26
Mathematics	39.53	46.72	41.34
Science	44.01	43.73	41.71
Social Studies, Religion and Culture	50.25	49.01	45.92
English	32.36	38.43	31.98
Average	42.36	45.84	43.04

Table 10 tabulates the performance of primary students in the educational service area during school year 2015 – 2017 based on their O-NET results. It shows that the average mean scores of the primary students is fluctuating in three consecutive years. Specifically, the performance of the students in three consecutive years in Mathematics, Social Studies, Religion and Culture, and English were having fluctuating results. However, Thai language was an increasing trend of performance while Science has a decreasing trend. Among all subjects, English was considered has the lowest mean in the O-NET. Furthermore, in three consecutive years the students did not meet the standard mean score 75%.

Meaning to say that the O-NET performance of the primary schools in education service areas were significantly unstable in Mathematics, Social Studies, Religion and Culture, and English, and did not meet the standard mean percentage score of 75. The primary schools did not obtain commendable performance in three consecutive years.

It implies that the primary school learners have not mastered the essential skills across subject areas. Teachers and students will work hand in hand to increase the performance. Intervention activities and remediation must be done to address the needs of the learners. Parents’ need to do a follow of the sons and daughters, and their study habits must be considered to promote mastery of the competencies across subject areas.

Significant Relationship Between the Extent of SBM Practices and O-NET Performance of Primary Schools

The significant relationship between the extent of SBM practices and performance of primary schools were tested at 0.05 level of significance. The variables were correlated using Pearson r Coefficient Correlation. The result is presented in Table 11

Table 11 Significant Relationship Between the Extent of SBM Practices and O-NET Performance of Primary Schools

Variables	O-NET Performance		
	r-value	p-values	Interpretation/Decision
Extent of SBM Practices	0.853	0.000	Significant Reject H ₀

Using Pearson Correlation Coefficient to identify the significant relationship, it was found that the p-value of 0.000 is greater than the level of significance therefore, reject the null hypothesis. This means that there was a significant relationship between the extent of SBM practices and O-NET performance of primary schools. Furthermore, the r-value of -0.853 denotes that there was a very strong correlation between the variables.

It implies that the SBM practices are predictors of O-NET performance in primary schools. The performance of the primary schools are affected with the SBM practices. The school districts perform their function according to the mandate of the Ministry of Education.

Moreover, the positive strong correlation denotes that the variables are associated with each other. They are significantly correlated.

Problems Encountered in the Practice of SBM in the Primary Schools

The problems encountered in the SBM practice were determined through the individual responses. This includes problems in the practice of administrative capability, community participation, and school performance of secondary schools. The result is presented in Table 12

Table 12 Problems Encountered in the SBM Practices in Primary Schools

Items	Frequency	Percentage
1. There is no clear criteria to ensure that schools run effectively and efficiently.	152	12.21
2. Enhancement of communication procedures are not attained.	131	10.58
3. Budgetary needs is not to access.	218	13.81
4. Resources for teaching and learning are not enhanced.	97	7.54
5. Stakeholders are not encouraged for more cooperation and participation.	88	6.84
6. School transparency are not enhanced.	87	6.77
7. Stakeholders are not given more chances to participate and involved in decision - making process.	76	5.91

8. The school-based management is seldom continued as a program to improve school operations.	57	4.43
9. The school-based management dimensions is not strictly be followed to improve school performance indicators.	56	4.35
10. Teachers are not involved in key decisions.	55	4.28
11. Stakeholders' participation are not enhanced in school program and projects.	48	3.73
12. School is continuously not aiming to fulfill the vision.	64	5.72
13. School improvement was not conceptualized.	42	3.65
Total	1,271	100.0

Table 12 lists the problems encountered in the practice of SBM in primary schools. It was revealed that the common problems encountered were there was no clear criteria to ensure that schools run effectively and efficiently, budgetary needs, enhancement of communication procedures are not attained. This means that the teachers and staff considered main problem encountered was the criteria in school monitoring and evaluation. This is critical in school because this serve as the basis in making adjustments on the loopholes in the school operations across key results areas. This may help to have an effective and efficient school management operations.

It implies that the government may design a tool to measure and evaluate the school performance across key result areas. This will be developed by the internal and external stakeholders to address all concerns. The creation of school planning team would help in the realization of the educational endeavor.

CONCLUSIONS

The profile of the respondents in terms of age revealed that that majority of the respondents were belong to 7-12 years old. There were a minimal number of respondents belong to 46 years and above. As to gender profile, there were more female teachers than male teachers. Female respondents outnumbered the male respondents. As to position profile, there were more

students who were part of the study and a minimal number of school directors and teachers. As to educational qualification, it was revealed that most of the teachers and school directors were masters' degree holders. There were a minimal number of teachers and school directors who bachelors' degree holders. As to teaching and administrative experiences, it was found out that most of the teachers had 1-5 years teaching experience. There was slight difference of the number of teachers who had over 25 years of teaching experience while most school directors had more than 25 years of experience in school operation.

The extent of practice in SBM in terms of decentralization principles revealed that all indicators were agreed by the three groups of respondents. The primary schools always practiced SBM in terms of decentralization principles wherein the school boards determine the policies and plans for the development of educational institutions, schools were free to set school curricula and local curricula according to the needs of the community and schools set guidelines methods and criteria for supervising teaching and learning of teachers in schools.

The extent of practice in SBM in terms of principles of participation revealed that school directors strongly agreed in all indicators while teachers and students agreed in all indicators. However, all indicators in over-all average were agreed by the three groups of respondents. The primary schools always practiced SBM in terms of principles of participation. The school practiced SBM through providing schools the opportunities for relevant and community personnel endorsed the local curriculum, school boards were involved in the management of the educational institution, schools had management system proceeded by the principle of all parties involved.

The extent of practice in SBM in terms of principles of restoration revealed that all indicators were agreed by the three groups of respondents. The primary schools always practiced principle of restoration power of educational management dimension in SBM. The school provides opportunities for the school board to approve the annual action plan, school boards supervise and monitor the implementation of school plans and approve the policies and plans for the development of educational institutions.

The extent of practice in SBM in terms of self-management principles revealed that all indicators were agreed by the three groups of respondents. The primary schools always practiced self-management principle of SBM. The schools practiced self-management principle of SBM by providing the schools with the opportunity for the school board to approve the annual school performance report, schools were free to administer the budget, to effectively manage the education with the approval of the school board, and schools conducted studies on current state of the community in local school location.

The extent of practice in SBM in terms of principles of monitoring and balance of checking activities revealed that all indicators were agreed by the three groups of respondents. The prima-

ry schools always practiced principle of monitoring and balance checking activities of SBM. The schools encouraged the promotion of educational institutions to build good relationships with the community, had supervision systems, monitor and evaluate performance on a continuous basis, promote the adoption of the resolution at the meeting to practicality.

FINDINGS

1.The extent of SBM practices in decentralization principles, principles of participation, principles of restoration power of education management, self-management principles, and principles of monitoring and balance checking of activities were agreed by the three groups of respondents.

2.The O-NET performance of primary schools revealed that the average mean scores of the students is fluctuating in three consecutive years. Specifically, the performance of the students in three consecutive years in Mathematics, Social Studies, Religion and Culture, and English were described as fluctuating in results. However, Thai language was an increasing in trend of performance while Science has a decreasing trend. Among all subjects, English was considered having the lowest mean in the O-NET. Furthermore, in three consecutive years the students did not meet the standard mean scores of 75.

3.There was a significant relationship between the extent of SBM practices and O-NET performance of primary schools. Furthermore, there was a very strong positive correlation between the variables.

4.The common problems encountered were there was identifies as having no clear criteria to ensure that schools run effectively and efficiently, and budgetary needs, enhancement of communication procedures are not attained.

RECOMMENDATIONS

1.Empowering school directors and teachers should be considered for continuous development and SBM practices.

2.Monitoring and evaluation of SBM should be done in school districts.

3.Encouraging school districts that they must be involved in internal and external SBM practices regardless of profile.

4.Implementing SBM in schools' district should be periodically evaluated in order to determine its level of development.

5. Establishing academic competitions among schools in the district should be regularly done and closely monitored if they are leading to the improvement of students' academic performance.

6. Finding ways and means to encourage and support students in the use English as Thailand becomes one of the members of Asian Economic Community (AEC) members must be a priority so as to attain the aims and goal of using English as a medium of communication.

7. Engaging school directors, teachers and students collaboratively in activities that would lead in the improvement of O-NET performance should be always a part in designing of program in school district.

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