

ความสามารถในการบริหารการมีส่วนร่วมของชุมชนและ
ผลการเรียนของนักเรียนมัธยมศึกษาตอนปลาย
ในโรงเรียนจังหวัดลำพูน ประเทศไทย: แผนการพัฒนา
ADMINISTRATIVE CAPABILITY, COMMUNITY PARTICIPATION AND
STUDENTS' ACADEMIC PERFORMANCE OF SECONDARY
SCHOOLS IN LAMPHUN PROVINCE,
THAILAND: DEVELOPMENT PLAN

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บทคัดย่อ

ความสำเร็จของการริเริ่มด้านการศึกษานานาชาติในทุกประเทศ จังหวัดหรือเขตการปกครองขึ้นอยู่กับความสามารถในการบริหารของเจ้าหน้าที่การศึกษา การมีส่วนร่วมของชุมชนและผลการเรียนของนักเรียน ผู้วิจัยวิเคราะห์ความสามารถในการบริหารการมีส่วนร่วมของชุมชนและผลการเรียนของนักเรียนในโรงเรียนมัธยมจังหวัดลำพูน ประเทศไทยเพื่อสร้างพื้นฐานสำหรับการวางแผนพัฒนาในอนาคต ในปัจจุบันระดับ (ความสามารถในการบริหารการมีส่วนร่วมของชุมชนและการปฏิบัติงานของนักเรียน) ได้รับการประเมินแล้วผู้วิจัยจะใช้ผลลัพธ์ดังกล่าวเพื่อเสนอการวางแผนการพัฒนาในอนาคตเพื่อปรับปรุงการศึกษาในจังหวัดลำพูนซึ่งเป็นจังหวัดที่อยู่อาศัยของนักวิจัยโดยมีส่วนร่วมในด้านการศึกษามาเกือบ 20 ปี

กลุ่มตัวอย่างประกอบด้วยผู้บริหารโรงเรียน 31 คนครู 256 คนและสมาชิกคณะกรรมการโรงเรียน 136 คน ผู้วิจัยใช้วิธีการเชิงปริมาณโดยใช้การออกแบบเชิงสหสัมพันธ์ วิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย ความถี่ ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน สหสัมพันธ์และการวิเคราะห์ถดถอยพหุคูณ ผลการวิจัยพบว่าระดับความสามารถในการบริหารในด้านภาวะผู้นำของผู้บริหารความสามารถของบุคลากร ความสามารถทางการเงินและความสามารถทางกายภาพสามารถพยากรณ์ได้ นอกจากนี้ยังมีการฝึกอบรมการมีส่วนร่วมของชุมชนในการวางแผนความช่วยเหลือทางการเงินและความช่วยเหลือด้านเทคนิคที่สามารถพยากรณ์ได้เช่นกัน นอกจากนี้ผลการเรียนของนักเรียนระดับมัธยมศึกษาเพิ่มขึ้นในสามปีติดต่อกัน แต่ไม่ตรงตามข้อกำหนดมาตรฐานเนื่องจากนักเรียนขาดวิชาภาษาอังกฤษ ผลการวิจัยพบว่ามีความสัมพันธ์อย่างมีนัยสำคัญระหว่างความสามารถในการบริหารกับความเป็นผู้นำของผู้บริหาร แต่ไม่มีความสัมพันธ์ที่สำคัญระหว่างความสามารถในการบริหาร ความสามารถบริหารทรัพยากรมนุษย์ ความสามารถทางการเงินและลักษณะทางกายภาพของโรงเรียน ภาวะผู้นำของผู้บริหารและความสามารถทางการเงินเป็นตัวทำนายระดับความสามารถในการบริหาร มีสามมิติที่เกี่ยวข้องกับชุมชน การมีส่วนร่วมในกลุ่มผู้ตอบแบบสอบถามทั้งสามกลุ่ม การวางแผนความช่วยเหลือทางการเงินและความช่วยเหลือด้านเทคนิคเป็นตัวทำนายการมีส่วนร่วมของชุมชนและพบว่าปัญหาคือการขาดทรัพยากรทางการเงิน ความเชี่ยวชาญในการจัดกา ไม่ได้ได้รับการปรับปรุงในสิ่งอำนวยความสะดวกและแรงจูงใจครูต่ำ สามารถสรุปได้ว่าความสามารถในการบริหารการมีส่วนร่วมของชุมชนและผลการเรียนของนักเรียนมีความสัมพันธ์กัน

คำสำคัญ: ความสามารถในการบริหาร การมีส่วนร่วมของชุมชน ประสิทธิภาพ สถิติสหสัมพันธ์ สถิติเชิงพรรณนา ประเทศไทย

ABSTRACT

The success of any educational initiative in every country, province or district, depends largely on the administrative capability of education officials, community participation, and the students' academic performance. The researcher analyzed the administrative capability, community participation, and student's academic performance in the secondary schools, Lamphun Province, Thailand, in order to establish a basis for future Development Planning. Once the current levels (administrative capability, community participation and student performance) are assessed, the researcher will then use the results thereof, to inform future development planning proposals, in order to improve education in the province. Lamphun is the resident province of the researcher, with almost 20 years involvement in education in this area.

The research sample were made up of 31 school directors, 256 teachers, and 136 school board members. The researcher used quantitative method employing correlational design. The mean, frequency, percentage, standard deviation, correlation, ANOVA and multiple regression method analysis were used to analyze the data. It was revealed that levels of administrative capability in terms of executive leadership, personnel capability, financial capability, and physical plant capability were practiced. In addition, the extent of community participation in terms of planning, financial assistance, and technical assistance was practiced. Moreover, the academic performance of the secondary students was increasing in three consecutive years, it but did not meet the standard requirements, wherein the students were deficient in English subjects. Findings revealed that there was a significant relationship between administrative capability and executive leadership, but there was no significant relationship between administrative capability and personnel capability, financial capability, and physical plant. The executive leadership and financial capability were predictors in the level of administrative capability. The three dimensions are associated with the community of participation in three groups of respondents. Planning, financial assistance, and technical assistance were predictors of community participation. They encountered problems were on the lack of financial resources or management expertise, and not updated in facilities, and the delayed teachers incentives. It can be concluded that the administrative capability, community participation, and students' academic performance were interrelated.

Keywords: Administrative capability, community participation, academic performance, descriptive correlational design, Thailand

Introduction

The 21st century educators must prepare students to become citizen in the world. As amended by National Education Act, B. E. 2545 (2002), Section 6 explains that “education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live happily with other people.” These plans maintained that all individuals have equal rights and opportunities to receive basic education by the state for the duration of at least 12 years (kindergarten 1 - Mattayomsuksa 3) as a compulsory education. The educational organization, as provided in the National Education Act contributes to students’ learning development that becomes the heart of Thai educational reform. There are many factors to consider on teaching, such as the content based on the prescribed curriculum.

Moreover, the aforementioned statements are supported by the study Arya (2014) that in the history of mankind, education has always been considered a potential means and strong base for the development of human society. Through the development of attitudes, values, capabilities, knowledge and skills, education provides strength and vitality to people. It enables them to face challenges of time resolutely and to contribute to the social development most effectively. In any democratic society, education has to be the mainstay of all national endeavors. Current educational reform has focused on a great deal of attention on the relationship between leadership and school improvement (Harris, 2005). Leadership is discussed as the process by which and the individual influence and another individual or a group to achieve of the common goal (Bass & Bass, 2008).

To be an effective leader, the school directors must use the leadership approach and style that is appropriate to the particular school context. However, school directors should consider the availability of resources and the characteristics of the teacher (Dinham, 2004). On the other hand, the role of the community and parents has to be part of any success that the schools achieves. The task of educating students to reach full potential requires participation of all stakeholders in the community.

Basically, it is the challenge of educational leaders to bring their schools to higher success and development. According to Bernard Bass (2010), and Sergiovanni (2006), it is suggested that we should consider schools as communities, and envision leadership as a process of guiding a group toward common goals. Principals are expected to be strong instructional leaders, which require curriculum knowledge, and the ability to provide meaningful staff development for teachers. In addition, school leaders must establish a positive working environment for everyone, motivating staff, offering vision, and providing resources to ensure teaching quality (Sergiovanni, 2006). With

this additional accountability, school directors are also responsible of the day-to-day operation of the schools and problems of determining the appropriate leadership and style to motivate teachers and students.

Therefore, this research is to assess the administrative capability of school directors and its relationship with the community, towards improving the academic performance of secondary schools in Lamphun Province, Thailand.

Statement of the Problem

The purpose of this research was to determine the relationship amongst administrative capability, community participation, and student's academic performance in secondary schools, Lamphun Province, Thailand as basis for development planning.

Specifically, this study sought to answer the following questions:

1. What is the level of administrative capability in the secondary schools in terms of:
 - 1.1 executive leadership;
 - 1.2 personnel capability;
 - 1.3 financial capability, and
 - 1.4 physical plant facility?
2. What is the extent of community participation in the secondary schools in terms of:
 - 2.1 planning
 - 2.2 financial assistance, and
 - 2.3 technical assistance?
3. What is the academic performance of secondary school students?
4. Is there a significant relationship between the level of administrative capability and academic performance of the secondary students?
5. Is there a significant relationship between extent of community participation and academic performance of secondary students?
6. What are the problems encountered in the practice of administrative capability, community participation, and school performance secondary schools?

Research Methodology

By and large, education in Lamphun province has a lot of room for improvement. Judging from the ONET testing results as discussed in this research, provides further evidence of the need to improve. Administrative support, physical resourcing, as well as community participation shows lots of improvements, but the need for coordination, collaboration and linking all aspects to the broader goal of improving student performance can still improve.

Design

The study used the descriptive correlational research as it is concerned with the relationships among the variables on the level of administrative capability, extent of community support, and academic performance of secondary students.. 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.

Respondents

There were 29 school directors, 256 teachers, and 136 school boards which was considered as sample in the study. The respondents were determined through stratified sampling techniques wherein the sample of the population had equal opportunity to be taken as part of the study. Out of 951 population, only 421 were considered as respondents which were classified according to their profile. These were school directors, teachers, and school board. The researcher sought approval of the Deputy Director, at the Area Office, to conduct the survey questionnaire in their respective schools. Furthermore, the researcher contacted the schools in person, to inform them on the purpose of the research, confidentiality issues, and the reporting of the results. The questionnaire was then delivered and returned by email. The researcher made telephonic follow up on each respondent, to ensure a good and prompt response.

Instruments

This study necessitated the use of a questionnaire to gather the needed data in the study, as the targeted respondents were too many to reach through other methods such as interviews, and focus group discussions. The researcher made used of an adapted questionnaires from Marilak and Sorncrut (2009). The first part of questionnaire which focuses on the level of administrative capability, then followed by the extent of community participation. The questionnaires underwent validity and reliability with the Cronbach alpha of 0.83.

Data Analysis

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

Results and Discussions

Level of Administrative Capability in the Secondary Schools

This is the ability of secondary school directors and vise directors to manage school effectively. 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. The level of administrative capability is measured based on executive leadership, personal capability, financial capability and physical plant facility. Each dimension is discussed in separate table.

Executive Leadership.

Executive leadership is the ability of those who manage or direct employees in an organization to influence and guide these individuals. Those leading executive leadership processes typically oversee such business activities as fulfilling organizational goals, strategic planning development and overall decision making.

Table 1 Executive Leadership								
Executive Leadership	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. The school director listens to others' ideas intentionally and respectfully.	4.70	SA	3.82	A	4.26	A	3.97	A
2. The school director always promotes the staff who work hard and successful.	4.75	SA	3.98	A	4.16	A	4.07	A
3. The school director encourages members to develop their knowledge and skills.	4.85	SA	4.03	A	4.34	A	4.15	A
4. The school director devotes himself/herself to work without a hidden agenda.	4.75	SA	4.02	A	4.24	A	4.12	A
5. The school director gives staff opportunity to develop quality decision-making skills.	4.65	SA	3.85	A	4.35	A	4.01	A
6. The school director supports training programs for staff and students.	4.70	SA	4.11	A	4.34	A	4.20	A
7. The school director assigns jobs according to skill and preference of individual.	4.60	SA	3.85	A	4.32	A	4.00	A
8. The school director encourages local scholars to help teaching and learning in school.	4.70	SA	3.87	A	4.21	A	4.00	A
Overall	4.71	SA	3.94	A	4.28	A	4.07	A

Table 1 presents the level of administrative capability in terms of executive leadership as perceived by directors, vice directors, teachers, and school boards. The over-all data revealed that the respondents agreed in all indicators. This means that the school directors always supports training programs for staff and students, encourages members to develop their knowledge and skills, and director devotes himself/herself to work without a hidden agenda. The results reflected a lower scale in listening to others' ideas intentionally and respectfully, assigning jobs according to skill and preference of individual, and encouraging local scholars to help teaching and learning in school.

It implies that the school directors are capable in performing their function through engaging teachers in training and development that hone their skills and potential. They displayed a higher scale in terms of dedication and commitment to their work. The aspect of delegating their works to their teachers, as well as their openness to suggestions, showed a lower scale on the table. On the other hand, School Directors showed a higher scale on interpersonal skills, which made it easier to interact with the stakeholders.

This is in consonance to Zacaria and Sabri (2013) that executive leaders usually have a mix of soft (interpersonal) skills and hard skills that are used to inspire employees and leverage their attributes to improve business processes. They also play a big role in developing and exemplifying their organization's corporate culture, including the degree of emphasis placed on various defining elements such as hierarchy, innovation, collaboration, competition, community involvement and social engagement.

Personal Capability. One of important factors that will lead schools to effectiveness is the competence of their staff, especially the teachers. The teachers' background and training, competence, self-discipline, sense of worth and attitudes towards work are important factors in attainment of educational purposes.

Table 2
Personnel Capability

Personnel Capability	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. Teacher takes care of himself/herself very well and being healthy.	4.80	A	4.31	A	4.43	A	4.35	A
2. Teacher is friendly to students and colleagues and can be trusted and helpful.	4.70	SA	4.43	A	4.48	A	4.46	A
3. Teacher behaves well to be a good model for students.	4.80	SA	4.41	A	4.47	A	4.45	A
4. Teacher has knowledge and skills for teaching.	4.55	SA	4.41	A	4.39	A	4.41	A
5. Teacher is able to analyze curriculum and syllabus.	4.65	SA	4.30	A	4.42	A	4.35	A
6. Teacher can give advice or suggestion to students and others.	4.65	SA	4.45	A	4.44	A	4.36	A
7. Teacher is reasonable, understanding and listens to others' opinion.	4.45	A	4.42	A	4.52	A	4.44	A
8. Teacher loves to learn and develop himself/herself all the times.	4.50	A	4.31	A	4.45	A	4.35	A
Overall	4.64	SA	4.38	A	4.44	A	4.41	A

Table 2 presents the level of administrative capability in terms of personnel capability as perceived by directors, vice directors, teachers, and school boards. The over-all data revealed that the respondents agreed in all indicators. This means that the personnel reflected a higher scale with their friendliness to students and colleagues as well as their trustworthiness and helpfulness. Good behavior, exemplary role modelling, as well as understanding and listening to others' opinions, reflected on a higher scale in the results.

So, the personnel displayed a desirable behavior worthy for emulation. They manifest good relationship with the internal and external stakeholders of the school. This is a good indication that the school is a conducive for learning because the learners feel at ease with their teacher with the values of obedience and respect. A good working environment is necessary to have an effective and efficient teaching-process. Teachers manage their learners with enthusiasm and excellence.

This similar to Lazo, (2013), states that teachers are the key persons to success of educational efforts of a country. Their teaching effectiveness and efficient management synchronized with efforts, abilities and skills to perform their task well, can surely improve the quality of education and produce not only literate and productive individuals but more importantly, self-directing and globally competent citizens. Teachers' performance is considered crucial, in the success or failure of the educational systems. They play a vital role in the production of quality output. It is important that the teacher is adequately equipped with enough knowledge and competence. They are expected to perform their duties well to make education a positive instrument in the attainment of aspiration of the pupils as well as to attain the goals of the country. So, the quality of performance of school teachers should be considered by assessing regularly their competence and capacities.

Financial Capability. Financial capability is a broad concept, encompassing people's knowledge and skills to understand their own financial circumstances, along with the motivation to take action. Financially capable consumers plan ahead, find and use information, know when to seek advice and can understand and act on this advice, leading to greater participation in the financial services market.

Table 3
Financial Capability

Financial Capability	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. There is a survey of budget needs for school affairs.	4.55	SA	4.05	A	4.19	A	4.12	A
2. There is sufficient budget provided to teaching and learning activities.	3.85	A	3.69	A	3.81	A	3.72	A
3. There is search for special budget resources to support school activities	4.15	A	3.67	A	3.90	A	3.75	A
4. There is the checking the budget used for all activities.	4.55	SA	4.04	A	4.05	A	4.07	A
5. The budget is allocated in time of each activity.	4.40	A	3.78	A	3.98	A	3.87	A
6. There is appropriate procedures when it comes to managing and money spending in schools.	4.60	SA	3.87	A	4.02	A	3.95	A
7. The department allocates budget appropriate or the school activities identified.	4.45	A	3.97	A	4.13	A	4.03	A
8. There is a yearly review of the budget per school.	4.55	SA	4.03	A	4.16	A	4.09	A
Overall	4.39	A	3.89	A	4.03	A	3.95	A

Table 3 illustrates that mean and description the level of administrative capability in terms of financial capability of three group respondents. It revealed that all indicators in financial capability reflected a higher scale with the three groups. This means that school directors were capable in school financial management. They conducted survey of budget needs for school affairs, reviewed yearly of the budget per school, and checked the budget used for all activities.

It means that the school directors are performing their financial management function in accordance to the standard. The yearly budget allocation is properly planned with the members of the school planning team. Prioritization of budget is based on the needs of the school in compliance with the accounting rules and regulation. Proper planning and identification of needs in school operation should be given consideration in budgeting.

This is supported with the study of Xaba, L and Ngubane, D. (2010) that financial accountability is the cornerstone of ensuring that schools disburse funds allocated to them for the sole purpose of advancing the best interests of the learners. Good financial practice means managing money and money processes so the budget is aligned with the school's strategic plan. Budgeting is an important process that allows for some delegation of financial tasks and responsibility in larger schools. Monthly and annual reporting is a key part of keeping your financial systems

secure and successful. Financial management thus forms an integral focus of school governance and management since it covers all activities of a school’s overall financial performance status. Although a school may have sufficient financial resources, such resources will not contribute to the attainment of educational goals and objectives if these resources are not efficiently and effectively managed. Thus, Mosala, and Mofolo, (2016) asserted that budgeting entails planning for school finances to improve the quality of education. Budgeting entails planning for school finances.

Physical Plant Capability. Physical plant is the essence of education is learning. It comprises mainly of land, buildings and furniture. It also includes physical facilities for teaching.

Table 4
Physical Plan Capability

Physical Plant Capability	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. The area/space is sufficient for school activities.	4.65	SA	4.20	A	4.50	A	4.30	A
2. The school has sufficient, facilities (e.g. laboratory, library, computer room) for effective learning.	4.20	A	3.94	A	3.95	A	3.96	A
3. The classrooms are appropriate for the number of pupils.	4.55	SA	4.08	A	4.24	A	4.14	A
4. The library is spacious with many updated books.	4.45	A	3.92	A	4.00	A	3.97	A
5. The computer sets are matched with number of pupils.	4.20	A	3.71	A	3.63	A	3.72	A
6. The instructional materials i.e. computers, projectors, DVD players etc. are adequate.	4.25	A	3.62	A	3.74	A	3.69	A
7. The classrooms are well-equipped with recent technologies.	4.10	A	3.52	A	3.74	A	3.61	A
8. The school promotes students and employees safety in the classrooms, labs, and work sites.	4.55	SA	3.90	A	4.03	A	3.97	A
Overall	4.37	A	3.86	A	3.98	A	3.92	A

Table 4 discusses the level of administrative capability along physical plant capability of three group respondents. It shows that all indicators under physical plant capability showed a higher scale in the results. The school physical plant had enough area or space sufficient for school activities, the classrooms were appropriate for the number of pupils, and the library were spacious with many updated books.

It implies that the school environment is ideal for learning. It has spacious area for the students to play and engage in co-curricular activities. There are enough classrooms for the learners and library for them to conduct research relevant to their assignments and further studies. The physical facilities respond to a variety of criteria such as being functional, economic, structurally sound and attractive.

The adequate of physical infrastructure support in the improvement of learners’ performance. However, an adequate physical infrastructure and supply of educational resources does not guarantee good learning outcomes, the absence of such resources could negatively affect learning. What matters for student achievement and other education outcomes is not necessarily the availability of resources, but the quality of those resources and how effectively they are used (OECD, 2013).

Extent of Community Participation in the Secondary Schools

Interactions between schools and their community are mostly viewed as “transactional.” Although such interactions are important, it is possible to move beyond them to a deeper engagement, in order to achieve long-lasting benefits. The community participation in three dimensions such as planning, financial assistance and technical assistance were measured through the responses of the stakeholders. The discussion is presented in separate table.

Planning. Schools should involve their communities in planning their activities, so that the community can have a shared ownership of these programs. The school create a school planning team which is consist of internal and external stakeholders. This is very important in the school operation to come up with a strategic plan for the benefits of the school and the learners.

Table 5
Planning

Planning	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. The community of representative helps propose for the physical development plan.	4.40	A	3.81	A	3.98	A	3.88	A
2. The community or representative helps propose for the setting up a forum on the school curriculum.	4.35	A	3.71	A	3.85	A	3.78	A
3. The community or representative is willing to attend the meeting among school staff.	4.40	A	3.99	A	4.06	A	4.03	A
4. The community or representative helps organize school yearly activities to support Thai culture and tradition.	4.55	SA	3.95	A	4.11	A	4.02	A
5. The community or representative helps plan the project to monitor students’ behaviors.	4.45	A	3.92	A	4.08	A	3.99	A
6. The strategic planning and management processes are consistent.	4.45	A	3.88	A	4.03	A	3.95	A
7. The strategic plan exists as product of collaborative consultations.	4.50	A	3.92	A	4.02	A	3.98	A
8. The department’s strategic goals and objectives are implementable.	4.60	SA	3.95	A	4.05	A	4.02	A
Overall	4.46	A	3.89	A	4.02	A	3.96	A

Table 5 clarifies the first dimension of the community participation which is planning. The three group of respondents unanimously showed a higher scale in all indicators. This means that in planning, the community or representative was willing to attend the meeting among school staff, helps organize school yearly activities to support Thai culture and tradition, and the department’s strategic goals and objectives are implementable.

It implies that community actively engaged in planning for school activities. Their plans are aligned with the department’s strategic goals and objectives. With this, the school organization become productive because each stakeholder counterpart in the planning stage.

To support the result Obrien (2012) asserted that planning entails involvement of internal and external stakeholders. That team should include the principal, two-three teachers, two-three family members, and others in the school or community important to the school’s work with families (a counselor, social worker, business partner, and so on, depending on the school context based on the school improvement plan, teams can choose a few goals, such as academic goals, behavioral, and improving school climate, on which it will focus its efforts. They can then write and implement a one-year action plans, with activities carefully linked to their goals, monitoring out-comes and continually adjusting the plan as needed. Integrating community service with academic study through service learning; students typically identify community needs (such as recycling, health awareness, or pollution) and develop services to address those needs.

Financial Assistance. Financial support from the community create a positive impact to school operations. The willingness of the parents to cooperate through financial assistance is a great help in the activities in school. Through strong partnership and linkages skills of the directors and vice directors, the school generates fund for the school related activities.

Table 6
Financial Assistance

Financial Assistance	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. The community is willing to donate money to support school activities.	4.20	A	3.77	A	3.95	A	3.84	A
2. The community occasionally launches a campaign to seek donations for the schools.	4.30	A	3.83	A	4.00	A	3.89	A
3. Some people offer their manpower services to help school instead of giving money.	4.30	A	3.75	A	3.87	A	3.81	A

Financial Assistance	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
4. The community allows schools to spend the money from donations freely.	4.45	A	3.72	A	4.10	A	3.85	A
5. The school establishes an adequate record keeping system.	4.50	A	3.83	A	4.03	A	3.92	A
6. The school develops a sound yearly accounting on expenses and income.	4.65	SA	4.00	A	4.15	A	4.07	A
7. The school prepares plans for the future need and goals especially on the needed budget for each term/year.	4.75	SA	4.09	A	4.11	A	4.14	A
8. The school receives financial aids from alumni or the graduates.	4.25	A	3.95	A	4.03	A	3.99	A
Overall	4.43	A	3.87	A	4.03	A	3.94	A

Table 6 displays the second dimension of the community participation which is financial assistance. The three group of respondents reflected a higher scale in all indicators. This means that the school generated financial assistance from the community. The school and the school planning team prepares plan for the future needs and goals and develops a sound yearly accounting on expenses and income. They received financial aids from alumni or the graduates. However, there were some people in the community who offered their manpower services to help school instead of giving money and allows schools to spend the money from donations freely.

It implies that the community extended their financial assistance to the school. These are used in the programs and project in the school operation. Actual accounting computations are presented to the community to develop transparency in the income and expenses generated. With this, community and school develop strong partnership bond. This would probably help the school and the learners who are the direct beneficiary of the initiated programs and projects.

Goertz et al, (2015), further warn about implementing ‘one size fits all’ approaches to community partnerships. Officials must implement a variety of programs that address different strengths and needs of stakeholders, such as business interests, parents, and community. Finally, leaders must continually evaluate the impact of these partnerships, with the aim of improving them, and making them more effective.

Technical Assistance. The provision of technical assistance of the community to school provides a great help in the operations across areas. It is important to connect academic learning to real-world problems beyond school through community-based learning, particularly service learning. Many benefits accrue from service learning, such as enhanced academic achievement, increased school attendance, improved student motivation, decreased risky behaviors, increased interpersonal development and student ability to relate to culturally diverse groups, and improved school image and public perception.

Table 7
Technical Assistance

Technical Assistance	Directors & Vice Directors		Teachers		School boards		As a whole	
	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR	\bar{X}	DR
1. The community is willing to procure new technology equipment for the schools.	4.15	A	3.70	A	3.84	A	3.76	A
2. There are volunteers that serve as guest teachers teaching students occasionally.	4.25		3.62		3.74		3.69	A
3. Technical persons in the community are willing to maintain/monitor school equipment freely.	4.10	A	3.39	A	3.79	A	3.52	A
4. Scholars in the community are willing to train/share to teachers their technical knowledge.	4.20	A	3.59	A	3.79	A	3.67	A
5. Parents are willing to provide more information on technical assistance opportunities.	4.20	A	3.69	A	3.89	A	3.77	A
6. Technical support personnel in schools share their knowledge with the teachers.	4.25	A	3.76	A	3.87	A	3.82	A
7. The materials associated with technical support in schools are in keeping with the type of services provided.	4.25	A	3.67	A	3.89	A	3.76	A
8. The physical facilities used for training of teachers (such as training centers, etc.) are conducive and visually appealing.	4.35	A	3.68	A	4.05	A	3.81	A
Overall	4.22	A	3.64	A	3.86	A	3.73	A

Table 7 reflects the third dimension of the community participation which is technical assistance. The three group of respondents also reflected a higher scale in all indicators. This means that the school were provided with technical support personnel to share their knowledge with the teachers, physical facilities used for training of teachers (such as training centers, etc.) were conducive and visually appealing, and parents were willing to provide more information on technical assistance opportunities.

It implies that the community participated meaningfully in providing technical assistance to the school. Parents offer the time in sharing their personal knowledge and skills to the teachers who are willing to learn. They also create a positive learning environment during the conduct of seminars and trainings. It denotes that school and community partnership is evident in the operation. Technical assistance are provided to the school to have a quality school environment which has an impact to the learners' achievement.

This support to the findings that Miller (2014) asserted that parents are critical partners in learning, and they are also experts in their own right. One strategy is to send a quick survey home to parents asking them what they do in their work or career, and also asking about their hobbies or other areas of expertise. This gives a list of parents that have at least two areas of expertise. This list can be organized and curated by a teacher leader or even a parent community liaison.

Academic Performance of Secondary Students in Mathayom Suksa

The academic performance of the secondary students is the outcome of the teaching process had to be measurable so that the emphasis on behaviorism, as learning is defined as what students can actually do when they have finished a course of study obtaining a change of behavior after an experience. This was obtained from the Ordinary National Education Test in Mathayom Suksa 3 during the Academic Yea 2014 – 2016.

Table 8
Academic Performance of Secondary Students

SUBJECT	2014		2015		2016	
	\bar{X}	sd	\bar{X}	sd	\bar{X}	Sd
1. Thai Language	36.61	8.64	43.97	8.82	47.98	12.72
2. Social Studies, Religion and Culture	48.12	11.10	47.31	11.65	50.08	12.22
3. English	26.40	7.58	30.09	9.79	31.73	10.92
4. Mathematics	30.12	12.12	33.10	14.33	30.67	15.46
5. Science	40.32	12.38	39.25	12.81	35.79	11.11
Average	36.31	10.36	38.74	11.48	39.25	12.49

*Source: The National Institute of Educational Testing Service (Public Organization)

Table 8 tabulates the academic performance of secondary students in Mathayom Suksa 3 during Academic Year 2014 – 2016 based on their Ordinary National Educational Test (O-NET). It shows that the average mean scores of the secondary students is increasing in three consecutive years. Specifically, the performance of the students in three consecutive years in Thai language, social studied, religion and culture, Mathematics, and Science were fluctuating trends. However, in English there was an increasing trend of performance but among all subjects this was considered as the lowest mean. Furthermore, in three consecutive years the students did not meet the standard which is 75.

This means that the performance of the students in Thai language, social studied, religion and culture, Mathematics, and Science varies significantly and did not meet the standard mean percentage score of 75. The secondary students did not obtain commendable performance in three consecutive years.

It implies that the secondary learners are not mastered with the essential skills across subject area. 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’ follow and students’ study habits are encouraged to promote mastery of the competencies across subject areas.

Significant Relationship between Level of Administrative Capability and Academic Performance of Secondary Students

To test the significant relationships between level of administrative capability and academic performance of secondary students’ regression analysis was used at 0.05 level of significance. The regression model in the level of administrative capability in terms of executive leadership (MeanA1), personnel capability (MeanA2), financial capability (MeanA3), and physical plant facility (MeanA4).

Table 9
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.711	.710	.26983
2	.935 ^b	.874	.873	.17862
3	.977 ^c	.955	.954	.10709
4	1.000 ^d	1.000	1.000	.00321

- a. Predictors: (Constant), MeanA3
- b. Predictors: (Constant), MeanA3, MeanA1
- c. Predictors: (Constant), MeanA3, MeanA1, MeanA4
- d. Predictors: (Constant), MeanA3, MeanA1, MeanA4, MeanA2

Table 10
ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.322	1	52.322	718.606	.000 ^b
	Residual	21.261	292	.073		
	Total	73.583	293			
2	Regression	64.298	2	32.149	1007.635	.000 ^c
	Residual	9.285	291	.032		
	Total	73.583	293			
3	Regression	70.257	3	23.419	2042.182	.000 ^d
	Residual	3.326	290	.011		
	Total	73.583	293			
4	Regression	73.580	4	18.395	1790465.488	.000 ^e
	Residual	.003	289	.000		
	Total	73.583	293			

a. Dependent Variable: MeanA

b. Predictors: (Constant), MeanA3

c. Predictors: (Constant), MeanA3, MeanA1

d. Predictors: (Constant), MeanA3, MeanA1, MeanA4

e. Predictors: (Constant), MeanA3, MeanA1, MeanA4, MeanA2

Table 11
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.562	.096		16.189	.000
	MeanA3	.630	.023	.843	26.807	.000
2	(Constant)	1.010	.070		14.434	.000
	MeanA3	.402	.019	.539	20.654	.000
	MeanA1	.362	.019	.505	19.374	.000
3	(Constant)	.610	.045		13.412	.000
	MeanA3	.277	.013	.370	21.406	.000
	MeanA1	.313	.011	.436	27.397	.000
	MeanA4	.283	.012	.358	22.795	.000
4	(Constant)	-.002	.002		-1.333	.183
	MeanA3	.250	.000	.335	643.088	.000
	MeanA1	.250	.000	.349	696.289	.000
	MeanA4	.250	.000	.315	662.370	.000
	MeanA2	.250	.000	.255	568.691	.000

a. Dependent Variable: Mean A

Tables 9 to 11 place the output for the regression. Table 9 provides the R and R squared values. The R value represents the simple correlation and is ($R=.935$), which indicates a high degree of correlation. The R squared value ($R^2=.874$) indicates how much of the total variation in the dependent variable, the level of administrative capability can be explained by the independent

variable, executive leadership and financial capability. In this case, 0.85(85%) can be explained, which is very large.

Table 10 indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, ($p = .000$), which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable.

Table 11 the coefficients table provides the necessary information to predict students' performance from level of administrative capability, as well as determine whether level of administrative capability contributes statistically significantly to the model ($p = .000$) which is less than 0.05. Furthermore Unstandardized Coefficients ($B = .402$) and ($B = .362$).

The Regression Analysis result therefore suggests the model summary predicted executive leadership and financial capability are the independent variable which effect the level of administrative capability.

Significant Relationship between Extent of Community Participation and Academic Performance of Secondary Students

To test the significant relationship between level of administrative capability and academic performance of secondary students regression analysis was used at 0.05 level of significance. The regression model of the extent of community participation in terms of planning (MeanB1), financial assistance (MeanB2), and technical assistance (MeanB3). This is presented in table that follows.

Table 12
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.864	.864	.21062
2	.979 ^b	.959	.958	.11651
3	1.000 ^c	1.000	1.000	.00301

- a. Predictors: (Constant), MeanB2
- b. Predictors: (Constant), MeanB2, MeanB3
- c. Predictors: (Constant), MeanB2, MeanB3, MeanB1

Table 13
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82.343	1	82.343	1856.201	.000 ^b
	Residual	12.953	292	.044		
	Total	95.297	293			
2	Regression	91.347	2	45.673	3364.679	.000 ^c
	Residual	3.950	291	.014		
	Total	95.297	293			
3	Regression	95.294	3	31.765	3502666.799	.000 ^d
	Residual	.003	290	.000		
	Total	95.297	293			

a. Dependent Variable: MeanB

b. Predictors: (Constant), MeanB2

c. Predictors: (Constant), MeanB2, MeanB3

d. Predictors: (Constant), MeanB2, MeanB3, MeanB1

Table 14
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.249	.085		2.928	.004
	MeanB2	.920	.021	.930	43.084	.000
2	(Constant)	.242	.047		5.153	.000
	MeanB2	.570	.018	.576	31.632	.000
	MeanB3	.372	.014	.469	25.754	.000
3	(Constant)	-.001	.001		-.955	.340
	MeanB2	.333	.001	.336	566.195	.000
	MeanB3	.334	.000	.421	883.667	.000
	MeanB1	.333	.001	.344	659.763	.000

a. Dependent Variable: MeanB

Table 12 to 14 show the output for the regression. Table 12 provides the R and R squared values. The R value represents the simple correlation and is ($R=.930$), which indicates a high degree of correlation. The R squared value ($R^2=.864$) indicates how much of the total variation in the dependent variable, students performance can be explained by the independent variable, and the extent of community participation. In this case, 0.85(85%) can be explained, which is very large.

Table 13 indicates that the regression model that predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was identified. Here, ($p = .000$), which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable.

Table 14 the coefficients table provides with the necessary information to predict students' performance from the extent of community participation, as well as determine whether the extent of community participation contributes statistically significantly to the model ($p = .000$) which is less than 0.05. Furthermore Unstandardized Coefficients ($B = .920$) The Regression Analysis result therefore suggests that financial assistance is independent **var Problems Encountered in the Practice of Administrative Capability, Community Participation, and School Performance of Secondary Schools**

The problems encountered in the HMR practice were determined through the individual responses. This includes problems in the practice of administrative capability, community participation, and school performance of secondary schools.

Table 15
Problems Encountered in the Over-All School Management

Items	Frequency	Percentage
1. lacks financial resources or management expertise	157	12.21
2. facilities are not updated	136	10.58
3. delayed teachers incentives	118	9.18
4. unable to perform maintenance or construct new ones	97	7.54
5. lack of cooperation and working toward common goals	88	6.84
6. facilities are not good enough in shape to accommodate current enrollment	87	6.77
7. struggling to find enough competent teachers to instruct the next generation of students	76	5.91
8. unable to integrate technology into instruction	57	4.43
9. inefficient in other areas - energy use, maintenance, purchasing	56	4.35
10. Poor teacher recruitment, development and retention	55	4.28
11. ineffective monitoring and support	48	3.73
12. stakeholders are not supportive	48	3.73
13. inadequate or obsolete classrooms	47	3.65
14. unresponsive to programs of development	44	3.42
15. less implementation of regulations and programs	44	3.42
16. classrooms are not adequate in terms of sizes	39	3.03
17. ineffective, inappropriate learning environment	35	2.72
18. inequitable ways of gaining access to funds for construction and repairs	27	2.1
19. poor classroom condition, and some overcrowding	27	2.1
Total	1,286	100.0

Table 15 reflects the problems encountered in the practice of administrative capability, community participation, and school performance secondary schools, as they scored lower on the scales. It was revealed that the common problems encountered were lack of financial resources or management expertise, facilities are not updated, delayed teachers incentives, unable to perform maintenance or construct new ones, lacks cooperate and work toward common goals, facilities are not good enough in shape to accommodate current enrollment, struggling to find enough competent teachers to instruct the next generation of students. unable to integrate technology into instruction, inefficient in other areas - energy use, maintenance, purchasing, poor teacher recruitment, and development and retention.

This means that the teachers and staff considered main problem encountered was lack of financial resources, management expertise, and facilities were not updated. This is critical in school because it will not operate smoothly if there were no financial resources available. This will hinder the operation of the school across deliverables.

It implies that the government may constantly support the school to sustain its operation. School heads may strengthen partnership and linkages with the external stakeholders to support their operation.

Findings

1.The level of administrative capability in terms of executive leadership, personnel capability, financial capability, and physical plant capability were practiced.

2.The extent of community participation in terms of planning, financial assistance and technical assistance was always practiced.

3.The academic performance of the of the secondary students in was increasing in three consecutive years but did not meet the standard. Students were deficient in English subject.

4.There was a significant relationship between executive leadership and academic performance of secondary students. Nevertheless, there was no significant relationship between administrative capability and personnel capability, financial capability, and physical plant along with academic performance of secondary students.

5.There was a significant relationship between community participation and academic performance of secondary students.

Conclusion

Based on the findings, it can be concluded that administrative capability and community participation are predictors of academic performance of secondary students. The three variables are inter-related. This research is significant in revealing that in order to make any significant impact on the success of education in this province, great steps need to be undertaken to improve both the administrative capability and community participation around schools, in a collaborative way. This is significant because it highlights the fact that having good administrative capabilities, physical resources, as well as a supportive community is not enough to impact change on education, unless these elements work effectively together, in unison.

The output of this study should be a vehicle for a sound administration capability and community participation. School Directors, as the authority figures of the school, all goodness and benevolence should emanate from their hands. On the other hand, teachers are the role models of the young minds. They should exemplify skills, goodness, compassion and serve as catalysts to discover the capabilities of the learners. Furthermore, there should be better access of communication and partnership between the parents and schools especially on issues regarding the students' welfare.

Recommendations

1. Empowering school directors and vice-directors should be considered for continuous professional development and administrative capability.

2. Setting standards in monitoring and evaluation should be part of administrative capability programming.

3. Encouraging cooperation between schools, sharing experiences and practices should be the priority. This should lead other schools with advance facilities to be the show windows of other schools in the district.

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

5. Evaluating schools and community relationships should be done and develop action plans to maintain the full support of the stakeholders.

6. Formulating guidelines for schools' infrastructures budget in the district should be done in order to spend in the proper order. In so doing, a regular inventory of school facilities should be regularly done by the school directors or their representatives.

Theoretical Implications and suggestions for further Study

Throughout the history of mankind, education has always been considered a potential means and strong base for the development of human society. Through the development of attitude, values, capabilities, knowledge and skill, education provide strength and vitality to people. This research was limited to aspects of leadership (Administrative capability), educational facilities (Plant Capability), as well as parent involvement (Community participation).

Therefore, without looking holistically at all aspects around education, such as curriculum reform, broader country economic performance goals / needs, skills shortages, new skills, etc, there will still be gaps and problems in advancing education in the province and the country. Further studies may explore these factors, and how they impact on the country's competitiveness, as driven by education.

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