

Strategy Development of School-Based Administration for Local Development for Schools under Local Administrative Organization

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Abstract

The purpose of this research was to strategy development of school-based administration for local development for schools under local administrative organization. It could be divided into 4 stages; 1) studied the components and indicators of school-based administration for local development 2) studied the current conditions desirable conditions, and necessary needs 3) developed the strategy of school-based administration for local development for schools under local administrative organization 4) implemented a strategy. The instruments used were focus group discussion form and components and indicators assessment form, questionnaires, connoisseurship form, and suitability and feasibility assessment form of strategy. Statistical tools used were percentage, mean, standard deviation and priority needs an index. It was found that components and indicators had 7 sides with 52 indicators. The results of the suitability assessment were at a high level. The current conditions were at a high level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; fatcipation, decentralization, informal education management, formal education management, self-management, check and balance, and non-formal education management. The strategy of development of school-based administration for local development for schools under local administrative organization comprised the following: decentralization strategy, fatcipation strategy, self-management strategy, check and balance strategy, lifelong education strategy. Strategy results were found that the knowledge assessment scores after development were higher than the knowledge assessment scores before development was statistically significant at .05. The results of the satisfaction level assessment were at a highest level..

Keywords: Strategy Development, School-Based Administration, Schools under Local Administrative Organization

1. Introduction

School-based administration for local development commences originally the idea of “Educational management must lead to good people, right career to be able to live in society happily”. It is not just educational management to focus on academic excellence. But there is an educational management for the needed responses of learners with potential or other geniuses. The basic education management of schools under local administrative organization must be able to the need responses for all learners, for students to discover their potential or genius. The local administrative organization uses school-based for local development by providing lifelong education for children, youths, and local people, by managing education both formal education, informal education and informal education. These will affect the local people being a good person, the right career, be able to live happily in the locality by emphasizing the participation of all sectors, [Department of local administration \(2008\)](#). Men can be considered strategic planners. Because many people have a desire to live a successful life, [Anne, H. S., Floyd W., Steven, Sherman D. Hugh, & Teriesen, \(2009\)](#). Strategy plays an

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important role in the success of school-based administration. Mostly, it can be seen by defining strategies in the annual action plans of schools or organizations. Using strategy for administration can help to be aware of the ability from the analysis, strengths, weaknesses, opportunities, and obstacles that are affected by the internal and external environment, [Saridvanich, S. \(2010\)](#). In the 21st century, strategic administration has increased the role and it is important to all organization's administration. Whether it is a government organization, a business sector, or a non-profit organization. If it needs to manage these organizations amidst subject to change, the original administration is regardless of the environment, particularly the external organization environment will make it unable to survive, [Choi, S. & Rainey, H. G. \(2014\)](#). Strategy is regarded as a process of compilation, and study, and analysis of the data to make appropriate choices for the situation and limitations. This is an important task of administrators and managers at different levels, particularly in choosing opportunities or solving problems that arise with the organization, [Parnell, J. A. \(2014\)](#). Good administration that succeeds in the future, it must commence with a strategic administration study. Because the world of administration is complex and changing rapidly which must be adjusted in accordance with the changes. Developing schools' potentials for leveraging the educational quality and national education standards require a strategic administration to the development of education quality, [Serirat, S., et al. \(1999\)](#). Therefore, researchers spotted the importance of strategy development of school-based administration for local development for schools under local administrative organization, studied and synthesized the conceptual framework of school-based administration for local development, [Cheng, C. Y. \(1996\)](#), [Rooncharoen, T. \(2006\)](#), [Office of the Basic Education Commission \(2007\)](#) consisting of 1) decentralization 2) fatcipation 3) self-management 4) check and balance and synthesize the concept of the process of strategic management, [Serirat, S., et al. \(1999\)](#), [Phakhaphaswiwat, S. \(2000\)](#), [Chunhaphantharak C. \(2001\)](#), [Boonbongkarn, C. \(2001\)](#) and [Kecharananta, N. \(2006\)](#) consisting of 1) environmental analysis 2) establishing organizational direction 3) strategy formulation 4) strategy implementation 5) strategic control to develop the strategy of school-based administration for local development for schools under local administrative organization. It is to be used as a guideline in planning to promote the development of educational quality effectively.

2. Research Methodology

Stage 1 studied the components and indicators, the group of informants comprised of 9 experts by purposive sampling, data were collected via documents, textbooks, and related research, the results were arranged in a focus group discussion, and assessed components and indicators with an assessment form.

Stage 2 studied the current conditions, desirable conditions, and necessary needs, the populations were school administrators and SBMLD project responsible teachers under local administrative organization amount 1,160 persons, a sample was selected from 285 cases by comparing the total population with Krejcie & Morgan table, after that the number of the sample group was then calculated in proportion to the population obtained by stratified random sampling to get the total number according to the specified proportion, data were collected via questionnaires were asked to a sample group of 285 copies, and the questionnaires were returned of 238 copies at 83.50%. Researchers also studied the environments of school-based administration for local development for schools under local administrative organization via interview, the group of informants comprised 9 administrators by the purposive sampling.

Stage 3 developed strategy, strategy draft implementation, and verified the suitability and feasibility assessment with the assessment form by using connoisseurship, the group of informants comprised of 9 experts by the purposive sampling.

Stage 4 the strategy was implemented, the target group was 20 administrators and teachers by the purposive sampling, data were collected via workshops, integrated with practice based on the implementation of strategy by using the test, behaviour assessment form and satisfaction assessment form by using 12 weeks.

Data were analyzed using (statistical tools) percentage, mean, standard deviation, and qualitative data were presented through descriptive analysis.

3. Findings

1) The result of the study of components and indicators of school-based administration for local development for schools under local administrative organization had 7 components with 52 indicators as follows; decentralization had 8 indicators, fatcipation had 7 indicators, self-management had 8 indicators, check and balance had 8 indicators, formal education management had 7 indicators, non-formal education management had 8 indicators, informal education management had 6 indicators. The results of the suitability assessment were at a high level as shown in table 1.

Table 1 Mean, standard deviation, and the level of suitability of the components and indicators

Components and Indicators	\bar{X}	S.D	Suitability
1. Decentralization	4.38	0.50	High
2. Participation	4.47	0.49	High
3. Self-management	4.43	0.50	High
4. Check and balance	4.43	0.52	High
5. Formal education management	4.45	0.45	High
6. Non-formal education management	4.46	0.48	High
7. Informal education management	4.29	0.47	High
Total	4.42	0.49	High

2) The results of the study of the current conditions were at a high level. The desirable conditions were at a highest level and the order of necessary needs can be arranged as follows; participation, decentralization, informal education management, formal education management, self-management, check and balance, and non-formal education management as shown in table 2.

Table 2 Mean, standard deviation, current conditions, desirable conditions, and the necessary needs

School-Based Administration for Local Development	Current Conditions			Desirable Conditions			PNI	Order
	\bar{x}	S.D.	Level of Implementation	\bar{x}	S.D.	Level of Implementation		
1. Decentralization	2.84	1.09	moderate	4.53	0.66	Very High	0.595	2
2. Participation	3.20	0.82	moderate	4.59	0.64	Very High	0.434	1
3. Self-management	2.98	1.10	moderate	4.20	0.76	High	0.409	5
4. Check and balance	3.23	0.82	moderate	4.15	0.83	High	0.285	6
5. Formal education management	3.18	0.84	moderate	4.08	0.88	High	0.283	4
6. Non-formal education management	3.08	1.12	moderate	4.01	0.92	High	0.302	7
7. Informal education management	3.03	1.01	moderate	4.51	0.67	Very High	0.488	3
Total	3.07	0.85	moderate	4.29	0.76	High	0.397	

3) Strategy of development of school-based administration for local development for schools under local administrative organization comprised 5 primary strategies, 8 secondary strategies

Primary Strategy	Secondary Strategy
1. Decentralization strategy	1.1 Promote a leap in decentralization
2. Participation strategy	2.1 Promote a participatory work culture 2.2 Promote participation in thinking, decision-making, and working together
3. Self-management strategy	3.1 Promote the enhancement of a person's work efficiency
4. Check and balance strategy	4.1 Promote monitoring supervision and empirical evaluation
5. Lifelong education strategy	5.1 Promote the development of international course

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5.2 Promote sustainable learning

5.3 Promote the development of personnel to become professional teachers

4) The results of the strategy Implementation were found that the mean score of the test of administrators and teachers who attended the workshop, after participation in the development was higher than the mean score of the test of before participation the development were statistically significant at .05 level. The result of the assessment of activities according to the strategy before and after development was higher than before development, and the results of overall satisfaction analysis were at a highest level as shown in table 4.

Table 4 Mean, standard deviation, and the level of activities according to the strategy of school-based administration for local development for schools under local administrative organization before and after development in the overall of each aspect.

Strategy of School-Based Administration for Local Development	Before Development			After Development		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1. Decentralization	4.30	0.35	High	4.68	0.46	Very High
2. Fatcipation	4.32	0.37	High	4.72	0.43	Very High
3. Self-management	4.38	0.37	High	4.76	0.41	Very High
4. Check and balance	4.28	0.36	High	4.70	0.44	Very High
5. Lifelong education management	4.36	0.37	High	4.74	0.42	Very High
Total	4.33	0.38	High	4.72	0.43	Very High มากที่สุด

4. Discussions

The components and indicators comprised 7 components with 52 indicators. The results of the suitability assessment were at a highest level. The current conditions were at a highest level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; fatcipation, decentralization, informal education management, formal education management, self-management, check and balance, and non-formal education management. The strategy of school-based administration for local development for schools under local administrative organization comprised 5 primary strategies, 8 secondary strategies. Strategy results were found that the knowledge assessment scores after development were higher than the knowledge assessment scores before development was statistically significant at .05. The results of the satisfaction level assessment were at a highest level. This was because the researchers studied the analysis, synthesis, concepts, theories, the strategy of school-based administration for local development from academicians both within the country and abroad, and related research, obtaining the components of school-based administration for local development, and proposed to 9 experts to consider the suitability assessment of the components. Data were collected both in qualitative and quantitative data. In addition, the strategy obtained from the data collected through the process of connoisseurship with experience and expertise for the verification, until the strategy was applied to be implemented in schools that were practical and satisfied as the results shown above, as [Naveekan, S. \(2002\)](#) proposed that strategy is regarded as another guideline in implementing for the organization to achieve its aim. Administrators must understand the strategy, strategy management process, all levels within the organization must participate in the development and implementation of the strategy. [David, F., R. \(2013\)](#) proposed that strategy administration was the science and art of defining strategy and strategy implementation through the action, assessment leading to decision-making, and achievement to organization goals. In addition, [Guo, C., Brown, W. A., Ashcraft, R. F., Yoshioka, C. F., and Hsiang-Kai Dennis Dong \(2011\)](#) proposed that strategic administration made government organizations more focused on efficiency and effectiveness in the implementation and it needed to improve and develop more strategic organizations. It was in accordance with [Sidam, S. \(2018\)](#) a research entitled “The development of a school-based administration approach for local development” was found that components and indicators of school-based administration for local development had 4 components with 17 indicators. The results of the suitability assessment were at a highest level. The current conditions were at a high level. The desirable conditions were at a highest level. The order of necessary needs can be arranged as follows; basic education school committees, management, informal education management, formal education management and non-formal education management, development of guidelines which comprised 4 components with 48 indicators. The results of suitability and feasibility assessment were at a

high level. It was in accordance with Faber, A. (2009) a research entitled “School-based administration committee: The Nigerian experience” was found that the overall satisfaction level was at a highest level and in accordance with Arpie (2011) a research entitled “Strategic administration in the implementation-based organization” was found that implementation-based organizational administration policy promoted the organization to be accepted the strategic administration system. The change in administration approach had made a business implementation more, customer-centered, and results implementation-based. When the FSA had implemented this, the results were improved, efficiency, and effectiveness throughout the creation of credibility and transparency in the work. It was also in accordance with Massie, A. (2012) a research entitled “Study of impacts and challenges: school-based change administration”. The findings showed that the way how responsible authority and authority at the schools could create partnerships in schools to participate in decision-making in the implementation of shared school missions, visions, annual budgets, textbooks, buildings, school curriculum, and student discipline. On the other hand, school-level driving and authority have created changes in schools, including cultural shifts and increased participation in the community. These factors have led to improvements in the teaching environment and student success.

5.Suggestions

Schools under local administrative organizations should take advantage of schools-based administration and implement the strategy of schools-based administration for local development for schools under local administrative organizations for school development, particularly a group of education personnel, guardians, and communities that are close, and being a direct stakeholder with the schools. If both parties cooperate, school management administration will be developed more, and there should be in-depth research in the future for school-based administration for local development in the form of programmes, or development strategies for context to obtain more explicit and educational administration innovation in accordance with a context .

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