

**BASIC EDUCATION COMMISSION'S ROLE AND PERFORMANCE
OF SCHOOL COMMITTEES IN NAKHONPHANOM PROVINCE
UNDER THE SECONDARY EDUCATIONAL SERVICE
AREA OFFICE 22**

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**A THESIS SUMMITTED IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR
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entitled

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ABSTRACT

The purposes of this research were to study the basic education commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, to study perceptions of school committees towards the role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, and to compare the basic education commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22 based on general factors. The 249 members of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22 were selected for the sample based on Taro Yamane's formula. The data were analyzed by frequency, percentage, mean, and standard deviation, and personal factors were compared by t-test and one-way ANOVA (F-test).

The results of this research were as follows: 1) the perception of respondents towards their role and performance in the overall aspect were at a moderate level, and 2) the role and performance of respondents regarding rights of children, disabled children, disadvantaged children, and children with special abilities, and development capabilities were at low a level. The findings suggest that the school committees should be involved in all aspects of school development, namely planning, conducting, monitoring and reflecting on the works of the school as they have a significant role in school system development as a whole.

KEY WORDS: ROLE AND PERFORMANCES / SCHOOL COMMITTEES /
SECONDARY SCHOOL

116 pages

การปฏิบัติตามบทบาทหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานของโรงเรียนมัธยมศึกษาจังหวัดนครพนม
สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22

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งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาบทบาทหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน
ของโรงเรียนมัธยมศึกษาจังหวัดนครพนม สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 2) เพื่อ
ศึกษาการรับรู้บทบาทหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานของโรงเรียนมัธยมศึกษาจังหวัด
นครพนม สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาเขต 22 และ 3) เพื่อเปรียบเทียบบทบาทหน้าที่ของ
คณะกรรมการสถานศึกษาขั้นพื้นฐานของโรงเรียนมัธยมศึกษาจังหวัดนครพนม สังกัดสำนักงานเขตพื้นที่
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พื้นฐานของโรงเรียนมัธยมศึกษาจังหวัดนครพนมสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22
จำนวน 249 คน สุ่มตัวอย่างโดยใช้วิธีการของ Taro Yamane วิเคราะห์ข้อมูลโดยการหาความถี่ ร้อยละ
ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่าที การวิเคราะห์ความแปรปรวนทางเดียว และการทดสอบรายคู่

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โรงเรียนมัธยมศึกษาจังหวัดนครพนมสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 ในภาพรวม
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โอกาสและเด็กที่มีความสามารถพิเศษให้ได้รับการพัฒนาเต็มตามศักยภาพอยู่ในระดับน้อย โดยมี
ข้อเสนอแนะให้คณะกรรมการสถานศึกษาเข้าไปมีส่วนร่วมกับโรงเรียนในทุกด้าน ไม่ว่าจะเป็นด้านการ
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CHAPTER I

INTRODUCTION

1.1 Background of the study

The Tenth National Economic and Social Development Plan (implemented from 2007-2010) encourages the use of the sufficiency economy concept as a compass for national development leading Thailand to a balance and consolidated society. With an implementation of the plan, Thai society is expected to possess three social characteristics namely; quality society, knowledgeable and learning society, and generous and reconcilable society. The focus is to be placed on the overall development of the people. Therefore, managing and providing proper education to Thai people is an extremely important thing for national development under the goal. A knowledgeable human is the most desirable factor for national development under the world's current situation. (Office of the Basic Education Commission, 2005) It is widely accepted that quality educational management is directly related to a specific human quality. The objectives of education, as managed by any bureaus in whatever forms, that is shared by all organizations is to create individuals with physical, mental, and educational strength. These are human qualities believed to be crucial to generating creative power for a proper national development (Mohsom, 2004). It has been documented that countries with populations that were exposed to a good systematic education would develop efficiently in all areas. From this popular belief, many national leaders took their chances with educating their population so that they would possess characteristics preferable for national development.

More recently, The Ministry of Education had declared its educational reform policy reinforcing that educational administration power no longer hold its former top down regime. Instead, the four administrative powers with regard to the management of academic, budget, personnel, and general administration have been handed down to the local educational service areas and the basic educational institutes. (Office of the Education Council, 2009)

In order to advance in educational management as well as to reach the ultimate educational goals set forth by the Ministry of Education by the means of the 2002 amended Thai educational law and legislations stated in the Constitution of the Kingdom of Thailand, it is therefore crucial to have the education system reformed. (Boonyamanee, 2007)

The declaration of the Ministry of Education on educational reform boosted a lot of interest among people and institutions of wide ranges. A lot of relevant rules and legislations have been passed down as a concord to the policy on the reform.

The Ministry of Education, as the head of the movement that is directly involved in managing and providing education to the people, had experienced tremendous structural changes. Some offices and bureaus in the Ministry of Education are: Office of the Permanent Secretary, Office of the Basic Education Commission, Office of Higher Education Commission, Office of the Vocational Education Commission, and Office of the Education Council. These offices had undergone the structural changes.

The 2007 Constitutions of the Kingdom of Thailand and the National Education Act of B.E. 2542(1999) and Amendments (Second National Education Act B.E 2545 (2002))(Office of the Education Council, 2009) agreed to reinforce the changes in the Thai educational management. The emphasis of both legislations was on the promotion of educational equality, educational rights, and compulsory education (twelve years basic education), which the government is designated to provide it sufficiently, effectively, and free of charge. The educational management, as prescribed by this law must also encourage community involvement and encourage the creation of life long learning for all. The roles of all people concerned should be recognized as an important party who share responsibility of improving education. A universally accepted philosophy for educational management is called “education for all.” Education for all gives meaning to society as shareholders, since educational development was legally emphasized through the implementation of the new Thai Education Act.

The current Thai educational reform not only necessitates the processes concerning educational management, but it also recognizes the importance of theoretical and structural management which is believed to be essential in helping the educational reform reap its highest reformatory achievement. Respectively, the content of the Thai National Education Legislation issued in 1999 (the 2002 revision) covered a wide range of reformatory details such as goals, principles, rights, chance for education, educational system, developmental directions, quality of education, standard of education, teachers' education, personnel's education, budgeting, educational media, and etc. An integration of these processes is believed to generate a uniformed educational policy with multiple educational practices. One of the important practices focus on providing more authority and decisive power to the lower-in-rank offices such as: the educational service areas, schools, and local administration organization. These offices have been authorized to design, manage, and call for essential support from their own societies. Educational standards at all levels were emphasized and regularly evaluated. The educational management incorporated local resources to support the advancement of education. The management also paid close attention to developing teachers and related personnel into professional practitioners. In addition, various parties, such as individual, family, society, and related institutions, are encouraged to participate in educational management. The cooperation from these concerned parties is believed to be an effective strategy to gear the Thai educational reform toward its goals (Phookerdphim, 2006).

Office of the Basic Education Commission is a bureau appointed in accordance with the reinforcement of The Educational Legislation, the 2002 revised version. The committee is allocated to supervise and educationally corporate with schools in creating educational strength, enabling the schools to become more independent, and able to perform their tasks more legally in accordance to the concept of the educational law.

It is important for schools to have committed board from various fields of professions in order for the board members to share their different experiences for the fulfillment of educational goals.

School committee is a group of people who plays a part in the school administration. It is crucial that the school committee of commission consists of people from different profession. It is also important to have individuals who are educationally knowledgeable in the board. The committee should also be conscientious and attributive to educational development. With an active involvement in educational development, the school committees become a key person to the accomplishment of the school administrative goals.

In addition, each school needs a strong administrative committee that has power to make decisions on school affairs and help the school reach its goals. Therefore, it is important that the committee members are from various professions and backgrounds so these selected members can contribute their diverse abilities to fulfill the school needs (Norsuwan, 2004).

A series of behavior expected from individuals according to his or her position is referred to as "role" (Changjaroon, 2006). An administrator's roles are to; be aware of the functions that his or her people have to perform and understand the limitations of his or her position. However, there is a belief that autocratic roles are hard to obtain, unfortunately performing the role properly is harder. Therefore it is important for administrators to bear this in mind. It is only appropriate for them to realize that genuine autocratic power is a result of the leader gaining acceptance and support from his or her subordinates.

The roles of the school committee in school activities are various and diverse. They are involved in problem solving processes. In addition, they work as reflectors of the communities' needs. During the process of strategy planning, the committee also plays a crucial role in providing reasons that support or refute an ongoing plan. By taking into account the suggestions of representatives from the community, a school can create an annual plan that responds to the needs of the community.

After the plan is implemented, the results of the activities should also be reported to the committee so that they will be able to provide additional support or suggestions to resolve the problems. Furthermore, the school administrative committees are responsible for giving suggestions and providing funds or teaching materials to support school activities. They are indirectly involved in the teaching and

learning and voluntarily works as mediators between the school and the community. (Phookerdphim, 2006).

The committee, as the voices of the community, involvement in the school management should encourage the school to try to perfect the teaching and learning aspect. The school administrative committees are encouraged to work side by side with teachers and school administrators under atmosphere of “shared ownership.” It has been conceptualized that the school committee should be working together with the teachers under the power descending, transparency, collectivism. The committees are committed to the performance of tasks, which follows the community norm, culture, and law. Trust among the people working together is important, while people in general should be equipped with a sense of shared responsibility. The work of the committee should highlight the importance of investment in education.

School-based management is decentralized management where the power to make decisions is disseminated to schools. Different groups of people, such as teachers, parents, social members, alumni, and school administrators, are involved in the administration of the school. The people involved in the school’s administration are assigned to make decisions regarding finance, personnel, academic administration, and general affairs. The decisions made by the committee should consider the needs of students, parents, and communities. The school is recognized as a location that receives help and support from many groups of diverse people. Receiving cooperation from the school council ensures that the schools can disseminate the administrative power given to them by the educational bureau to create an effective school administration. Schools are the main institution that is responsible for providing basic education that conforms to the philosophy prescribed in the contents of the National Education Law (Office of the Basic Educational Commission, 2005). To support an effective educational administration, the law has issued the creation of the school council as a group of people to work with school administrators to ensuring effective school administration. It is crucial to have the school council members drawn from people of various backgrounds.

It is believed that having people with different professions can be a better fulfillment for the school administration than having school council members from the same profession. It is also important that the members of the school council have a uniformity of administrating the schoolwork. Their primary goal should be school achievements.

Despite the fact that schools should be managed based on decentralization of power, some research contrast this fact with the belief that school have been managed by centralization. Consequently, the education provided nationwide has the same content and syllabus. This inevitably results in the abandonment of the socio-cultural and geographical diversities of many local areas. That is to say, the education being served currently does not respond to the needs of the diverse communities. This failure also hinders the participation of the communities in the educational administration. It can be said that the communities' participation in educational development is gauged at relatively low level due to the fact that involving the community in school administration is a rather new practice.

Nakhonpanom Province is under the Secondary Educational Service Area Office 22, which is the area that there searcher has worked in, been involved with the educational management, and is aware of the fact that having knowledgeable people as the school committees is important for the school development. The researcher is particularly interested in conducting a research that studied the implementation of roles among the school committee in the schools in Nakhonpanom Province under the Secondary Educational Service Area Office 22 to help solve this problem that the school committees are facing.

1.2 Research questions

1.2.1 What were the Basic Education Commission's role and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22?

1.2.2 What were the Basic Education Commission school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, perception regarding their role and performance?

1.2.3 What were the significant differences in the Basic Education Commission school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance based on general factors (gender, age, education level, type of representative, and school size)?

1.3 Research objectives

1.3.1 To study the Basic Education Commission's role and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22.

1.3.2 To study the Basic Education Commission's role and school committees' performance, in Nakhonphanom Province under the Secondary Educational Service Area Office 22, perception of the basic education commission's role and performances.

1.3.3 To compare the basic education commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22 based on general factors (gender, age, education level, type of representative, and school size).

1.4 Research hypotheses

The hypotheses were as followed:

1.4.1 There was a statistically significant difference in the Basic Education Commission's role and performance of school committees based on gender.

1.4.2 There was a statistically significant difference in the Basic Education Commission's role and performance of school committees based on age.

1.4.3 There was a statistically significant difference in Basic Education Commission's role and performance of school committees based on education level.

1.4.4 There was a statistically significant difference in the Basic Education Commission's role and performance of school committees based on type of representative.

1.4.5 There was a statistically significant difference in the Basic Education Commission's role and performance of school committees based on school size.

1.5 Scope of the study

This research aimed to study the Basic Education Commission's role and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22, based on general factors (gender, age, education level, type of representative, and school size).

The population of school committee members was 663 people from 51 secondary schools in Nakhonphanom Province under the Secondary Educational Service Area Office 22.

The sample was 249 members of school committees in the secondary schools in Nakhonphanom Province under the Secondary Educational Service Area Office 22. The sample was calculated based on Taro Yamane's formula.

1.6 Operational definition of the terms

Basic Education refers to education provided before the level of higher education and is divided into 6 years of primary education (Prathomsuksa 1 to 6), followed by 3 years of lower secondary (Mattayomsuksa 1 to 3), and 3 years of upper secondary school (Mattayomsuksa 4 to 6).

Role and performance of the school committee refers to authority and functions of the members of the school committee conforming to the prescription the followings;

- School educational policy and plan allocating participation
- Participation in school annual development plan
- Participation in the curriculum development
- Monitoring and following up on school performance
- Encourage school to provide sufficient and effective education to all the students in the school service area
- Promote the rights of children, disabled children, disadvantaged children, and gifted children according to each student's abilities
- Taking part in the managements of the school regarding the management of personnel, finance, school general administration, and the reporting of the school achievements
- Educational resource endowment, recruiting outside trainers, application of local wisdom for a well-rounded development of the students. And nourishing and maintaining values of local tradition and culture
- Promotes relations with the community, cooperation with local institutions in promoting school as a hub for local development
- Approving the reports that school uses to inform the community of the school's achievement
- Appointing an advisor or subcommittee to organize and to perform duties regarding school affairs according to related regulations
- Participating in other miscellaneous assignments.

Gender is defined as the sex of the school committees, either male or female.

Age is defined as the total number of years the school committees has lived from birth to the present.

Education level refers to the highest education qualification of the school committees, which consists of the following categories: lower than bachelor's degree, bachelor's degree, and higher than bachelor's degree.

Type of representative refers to groups of people or communities that each member of the school committee is representing. It is divided into 8 categories; teacher representative, local administration representative, local scholar representative,

school administrator, representative of local monasteries, local institution representative, alumni representative, and parent representative.

School size is the total number of students enrolled at the school. It is divided into 3 categories; small schools (less than 500 students), medium schools (between 500 and 1,499 students), and large schools (1,500 students and above).

1.7 Research contributions

In this study has contributed its review, the research can examines the roles and performance of the members of the school committees and can be beneficial as a referencing data for the school decision making and the data should also be useful for support and develop the school policy and planning and school developing as a whole.

1.8 Conceptual framework

According to the concept, definitions relate studies from literature review; the researcher has set up the study the conceptual framework as independent and dependent variables.

Independent variables consist of gender, age, education level, type of representative, and school size in Nakhonphanom Province under the Secondary Educational Service Area Office 22.

On the other hand, dependent variable is the basic education commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22.

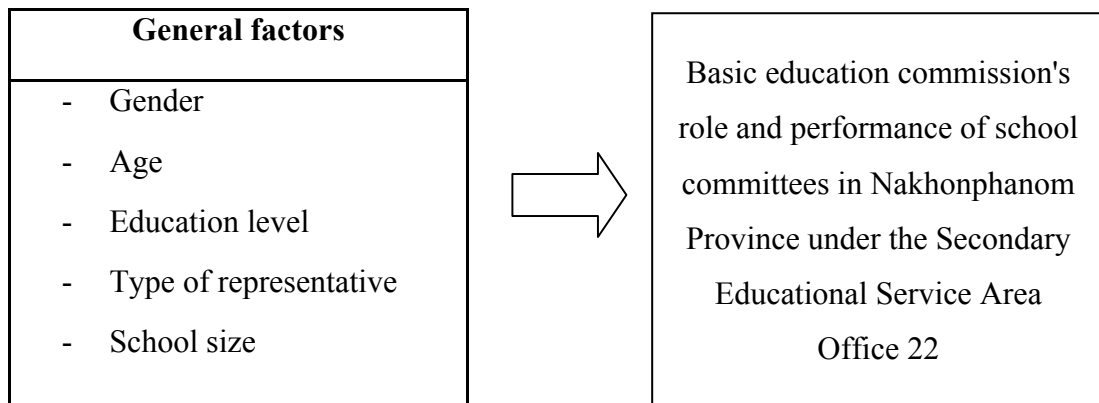


Figure 1.1 Conceptual framework

CHAPTER II

LITERATURE REVIEW

This chapter presents an overview of the literature that is relevant to the current research. This chapter is organized according to the list below:

- 2.1 Education system in Thailand
- 2.2 Importance of school committees
- 2.3 Structure of school committees
- 2.4 Role and performance of school committees
- 2.5 Committee based management
- 2.6 Concept and theory of role and performance
- 2.7 Related research on school committees and general factors

2.1 Education system in Thailand

Knowledge is one of the fundamental factors that developing countries use to improve the population's quality of living. Countries with citizens that studied at the level of higher education, that has manpower, are able to upgrade the citizen's income. Children with the opportunity to further their education are their families' hope. This is because they can get better occupation to improve the family's quality of living. (Sangraksa, 2009).

2.1.1 Educational Rights and Duties

According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)) (Office of the Education Council, 2009), the Educational Rights and Duties are as followed;

Section 10 In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

Persons with physical, mental, intellectual, emotional, social, communication, and learning deficiencies; those with physical disabilities; or are cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Education for the disabled in the second paragraph shall be provided free of charge at birth or at first diagnosis. These persons shall have the right to access the facilities, media, services, and other forms of educational aid in conformity with the criteria and procedures stipulated in the ministerial regulations

Education for specially gifted persons shall be provided in appropriate forms in accord with their competencies.

Section 11 Parents or guardians shall arrange for their children or those under their care to receive compulsory education as provided by section 17 and as provided by relevant laws, as well as further education according to the families' capabilities.

Section 12 Other than the State, private person and local organization organizations, private organizations, professional bodies, religious institutions, enterprises, and other social institutions shall have the right to provide basic education as prescribed in the ministerial regulations.

Section 13 Parents or guardians shall be entitled to the following benefits:

(1) State support for knowledge and competencies in bringing up and providing education for their children or those under their care;

(2) State grants for the provision of basic education by the families for the children or those under their care as provided by the law.

(3) Tax rebates or exemptions for educational expenditures as provided by the law.

Section 14 Individuals, families, communities, community organizations, private organizations, professional bodies, enterprises, and other social institutions, which support or provide basic education, shall be entitled to the following benefits as appropriate:

(1) State support for knowledge and competencies in bringing up those under their care;

(2) State support for the provision of basic education as stated by the law;

- (3) Tax rebates or exemptions for educational expenditures as stated by the law.

In summary, the Educational Rights and Duties from the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2542 (2002)) states that: education is provided to all children, parents or guardians provide education for children in their care, any group of people and organizations can provide education to children, and the state supports the provision of education by any groups or organizations.

2.1.2 Type of Education

According to the Education in Thailand 2007 (Office of the Education Council, 2008), Educational System in Thailand consists of three types of education: Formal Education, Non-Formal Education, and Informal Education.

2.1.2.1 Formal Education

Formal education specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. Through both public and private bodies, formal education services are mainly provided to those within the school system, at both basic and higher education levels, and in both general and vocational streams.

Formal education services in Thailand are provided in various formats for several target groups, including: (1) mainstream education, in both general and vocational streams, provided for general students in regular schools; (2) basic education for children with special educational needs including special education for gifted and talented students; special education for students with disabilities provided by special schools, special centre and inclusive schools; and welfare education for disadvantaged students provided by Welfare Schools and Border Patrol Police Schools; (3) education for ecclesiastics and educational provision by several religious institutions; (4) specialised education provided by specific agencies other than the Ministry of Education; and (5) international education provided by using languages other than Thai (generally English) as a medium of instruction.

This part is mentioned the 5 types of formal education as following;

1. Mainstream Education

Mainstream education is provided for general students in regular schools in both general and vocational streams. Formal general education is provided at all levels, from pre-primary to higher education while the formal vocational education is provided only at some levels, from upper secondary education to higher education.

In the academic year 2006, there are approximately 14 million students in formal schooling at all levels of education. At present, the teaching-learning activities of basic education in the general stream follows the 2001 Curriculum for Basic Education (Grades 1-12); and the 2003 Curriculum for Pre-primary Education while the teaching-learning activities of basic education in the vocational stream follows the 2002 Curriculum for Vocational Education. Organized for the 3-5 age group, the 2003 Curriculum for Pre-primary Education focuses on preparing children in terms of their physical, intellectual, emotional/mental and social readiness.

The 2001 Curriculum for Basic Education covers 12 years of basic education (Grades 1-12), and is divided into four three-year stages, consisting of 1,000-2,000 hours per year. In this curriculum, the knowledge and skills specified in Section 23 of the National Education Act have been grouped into eight subject areas: Thai language; Mathematics; Science; Social Studies, Religion and Culture; Health and Physical Education; Art; Career/Technology-Related Education; and Foreign Languages. Activities that focus on responding to the learner's specific interests are also included.

In the general stream of basic education, career and technology-related education is offered to school children at both the primary and secondary levels to provide them with work experience and basic knowledge for career preparation and technological applications. Starting at the upper secondary level, Technical and Vocational Education and Training (TVET) in Thailand follows the 2002 Curriculum for Vocational Education (at the lower certificate and associate degree levels). Both levels focus on competency and specify the standards of knowledge, skills, attitudes, and personal attributes required by students in their future careers.

The standards in the mentioned Curriculum cover nine fields, comprising trade and industry, commerce, arts and crafts, home economics, agriculture, fisheries, business and tourism, textiles, and ICT. Students studying in these fields will have an opportunity to take part in hands-on training in cooperating factories or companies for at least one semester. To expand opportunities for students, a number of entrepreneurs and educational institutions are offering a dual education programme, where students engage in on-the-job training for half of their total study period.

Formal technical and vocational education and training is conducted at three levels: upper secondary, leading to the lower certificate of vocational education; post-secondary, leading to a diploma or the associate's degree in vocational education; and at university level, leading to a degree. According to the 1999 National Education Act, technical and vocational education and training are provided in educational institutions belonging to both the public and private sectors, enterprises, or those organized through co-operation of educational institutions and enterprises.

In summary, vocational education is provided through the normal programme, the dual-vocational training (DVT) programme, and the credit accumulative programme. In addition, special vocational education is offered in Sports Schools under the supervision of the Ministry of Tourism and Sports, and in Dramatic Arts and Fine Arts Colleges under the supervision of the Ministry of Culture.

2. Basic Education for Children with Special Educational Needs

Since promulgation of the 1999 National Education Act, greater attention has been focused on children having special educational needs, with efforts given to the development of education for the gifted, the disadvantaged and the disabled.

The Ministry of Education has announced criteria and procedures for providing facilities, media, services and other forms of educational aid, as well as for budget allocations in these areas.

- Special Education for Gifted and Talented Students

If full and appropriate support is given, gifted and talented persons will become invaluable national resources generating tremendous benefit to the country.

Thailand attaches great importance to diversified and commensurate development of these persons. The 1999 National Education Act specifies that education for specially gifted persons will be provided in appropriate forms in accord with their competencies. The Act also states the significance of providing suitable curricula and distributing budgetary allocations in line with the requirements for such education. Support given to gifted and talented persons in Thailand may be divided into the eight following categories:

1) Establishment of Special Schools for Gifted Persons: Among 26 Special Schools for Gifted Persons that were set up, the number of schools specially arranged for sciences and mathematics, sports and music is 13, 11 and 2, respectively.

2) Provision of a School within the School Programme: Regular schools are required to set up special classes, develop specific curricula, and revise the teaching-learning process and assessment for gifted persons in various fields, including language, science and mathematics. At present, around 150 of both public and private schools provide such a programme.

3) Provision of special activities, tuition sessions and competitions: Several public and private agencies, including 1) the Promotion of Academic Olympiads and Development of Science Education Foundation under the Patronage of Her Royal Highness Princess Alyani Vadhana Krom Luang Naradhiwas Rajanagarindra; 2) the Institute for the Promotion of Teaching Science and Technology (IPST); and 3) the National Science and Technology Development Agency (NSTDA), organize special activities, tuition sessions and competitions for gifted persons, such as the Academic Olympiad Camps, science camps, exploring centres and competitions in science or mathematics.

4) Provision of Advanced Placement Programme: This programme is based upon the cooperation between secondary schools and universities that allow secondary students to take courses organized for the first-year university students and receive credits which can be accumulated when they further their study at the bachelor degree level. At present, four participating universities allow 1,000 students from 27 schools to take courses related to various subjects, including Physics, Chemistry, Biology, Mathematics, Thai and English. So far, more than 400 secondary students have passed the examinations.

5) Provision of Specific Curricula: Some universities provide specific curricula which focus on research studies in specific areas or an Honors Programme.

6) Research Studies and Development of the Body of Knowledge: The Office of the Education Council has conducted several projects on research and development aimed at developing curricula for gifted and talented children in the School within the School Programme. The findings from the research studies as well as the body of knowledge were integrated into the strategic proposal to develop the gifted and talented children (2008-2012) to be proposed to the Council of Ministers in the very near future.

7) Establishment of Centres and Institutes for Research and Development of Gifted Persons: Such Centres and Institutes were reestablished by several agencies such as the Faculty of Education of Chulalongkorn University, and the Faculty of Education of Srinakharinwirot University.

8) Provision of Scholarships in Thailand and in Foreign Countries: The scholarships offered include the 'Development and Promotion of the Scientific and Technologically Talented' Project; the National Science and Technology Development Agency (NSTDA) Project; the Academic Olympiads Project; and other scholarships offered by several public and private agencies.

In 2004, the Royal Thai Government established the National Centre for the Gifted and Talented under the Office of Knowledge Management and Development, a public organization under the aegis of the Office of the Prime Minister.

The Centre was later amalgamated with the National Institute for Brain-Based Learning and renamed as the Institute for Gifted and Innovative Learning (IGIL). The Institute sets up development standards and models to develop, promote and support the potential of gifted persons. In line with Section 32 of the 2003 Ministry of Education Bureaucratic Administration Act, a Ministerial Rule was issued. Under the Ministerial Rule, a Board chaired by the Minister of Education and joined by concerned agencies was appointed to be responsible for the promotion of education for gifted persons. It is expected that the Board, together with the Institute for Gifted and Innovative Learning will be able to formulate policies, deal with administrative work,

provide financial support and coordinate between the agencies concerned, to develop the gifted persons, which in turn will be beneficial to the country in the long run.

- Special Education for Disadvantaged Students

Several agencies are attempting to provide education for those who are socially and/or culturally disadvantaged. These include the Ministry of Education, the Border Patrol Police Bureau and the Department of Social Development and Public Welfare (previously known as the Department of Public Welfare). In addition, non-governmental organizations such as Suan Kaew Monastery Foundation, the Foundation for Children and the Rajprachasamasai Foundation also play a very important role in educational provision for the disadvantaged students.

Most disadvantaged students study in a number of public regular schools, called Inclusive Schools while the rest study in Welfare Schools and Border Patrol Police Schools. Most disadvantaged students study in a number of public regular schools, called Inclusive Schools while the rest study in Welfare Schools and Border Patrol Police Schools.

The Welfare Schools offer education for disadvantaged students who are deprived of the opportunity to attend regular schools. Free education, food, clothing, equipment, textbooks and other necessities are provided, and in most cases accommodation is also provided. Special vocational training relevant to future employment in the locality of a particular school is usually included. The Border Patrol Police Schools are under the supervision of the Border Patrol Police Bureau, Royal Thai Police. So far, the Border Patrol Police Bureau has established 714 Border Patrol Police Schools. Normally, a Border Patrol Police School will be transferred to the Ministry of Education on the condition that there are permanent school buildings, a sufficient number of students and a better quality of life of people in the nearby area. Out of 714 Border Patrol Police Schools, 473 schools were transferred to the Ministry of Education, and 52 schools were abolished. As for the disadvantaged students in Inclusive Schools and Welfare Schools under the supervision of the Office of the Basic Education Commission, they are divided into 10 types comprising (1) children forced to enter the labour market; (2) children who are sex workers; (3) deserted children; (4) children in the Observation and Protection Centres; (5) street children;

(6) children affected by HIV/AIDS; (7) children of minorities; (8) physically abused children; (9) impoverished children; and (10) children affected by narcotic drugs.

- Special Education for Students with Disabilities.

The budget for students with disabilities was allocated by the Office of the Basic Education Commission from two main sources: the regular budget and the Educational Fund for Students with Disabilities. Formal education for students with disabilities is provided in Inclusive Schools as well as Special Schools. In accordance with 1999 National Education Act, people with disabilities are entitled to receive all levels of education. The Bureau of Special Education Administration classified children with disabilities into 9 types in accordance with their disabilities.

These include: (1) hearing impairments, (2) mental impairments, (3) visual impairments, (4) physical impairments or health-related impairments (5) learning disabilities (LD), (6) autism, (7) emotional and behavioral disorders, (8) speech and language disorders and (9) multiple disabilities. (The number of students with disabilities, classified by types of disabilities and levels of education, is shown in Chapter 10.)

Inclusive Schools: Inclusive Schools are regular schools that are willing to accept children with disabilities. There are currently 18,618 Inclusive Schools. In providing education for the disabled, these schools are also assisted by the Special Centres and Special Schools in terms of teachers, training, materials and facilities and coordination with concerned agencies such as the National Electronics and Computer Technology Centre, the Ministry of Interior and the Ministry of Social Development and Human Security.

Special Schools: Special Schools are specially arranged for students with disabilities. There are currently 43 special schools which are classified into four types of disabilities as follows: (1) Special Schools for those with Mental Impairments; (2) Special Schools for those with Hearing Impairments; (3) Special Schools for those with Visual Impairments and (4) Special Schools for those with Physical Impairments. In practice, however, children with all types of disabilities will be accepted in these schools. Special schools are essential for students with disabilities who need accommodations.

3. Education for Ecclesiastics

General education is also provided to novices and monks in General Ecclesiastic Schools in various Buddhist temples. They are offered lower and upper secondary education curricula equivalent to those provided by the Department of General Education. Apart from general subjects, the courses include learning units related to religious practice, the Buddha's doctrine, and Pali language. There are also two Buddhist universities in Bangkok with various campuses in the regions offering courses at undergraduate and graduate levels.

4. Specialized Education

Education is also organized by various agencies to meet their specific needs. For the production of professional soldiers and police, for example, a specific curriculum is offered in the Preparatory School for the Armed Forces Academies requiring 2 years of study after graduation from the fourth year of secondary school. Apart from this, other ministries and non-governmental agencies also provide education at both diploma and degree levels.

5. International Education

During the last decades, international education has become a growing business as a result of the globalization and liberalization process that has caused freer flow of cross-border education. Consequently, agencies involved in the provision of education must improve quality to compete in the international arena. At the same time, international cooperation in education is essential to educational development in all countries.

Several public and private agencies are involved in promoting international education services available in Thailand. These include the Office of the Private Education Commission, the Office of the Higher Education Commission, the Department of Export Promotion and International School Association of Thailand. A small number of international schools in Thailand use both Chinese and English as medium of instruction. However, English is mainly used as the medium of instruction at basic education level in international school and at tertiary level through international programmes offered by universities in Thailand.

International Schools Providing Basic Education

International schools providing basic education in Thailand are under the supervision of the Office of the Private Education Commission. Policies, rules, regulation, and standards for the establishment of international schools or colleges are set by the Ministry of Education in accordance with a Council of Ministers Resolution. Some of the main educational systems offered at international schools in Thailand are: the American school system; the Advanced Placement Programme; the British National Curriculum; the International General Certificate of Secondary Education; and the International Baccalaureate.

2.1.2.2 Non-formal Education

Non-formal education services are provided by both public and private bodies. Under the supervision of the Ministry of Education, the Office of the Non-formal and Informal Education is the main agency in charge of non-formal and informal education.

This Office offers services to various target groups through traditional methods and through e-Book, e-Library and e-Learning. Primarily, the services provided by the Office of the Non-formal and Informal Education target primarily those outside the school system, *i.e.* infants and pre-school children, the school age population who have missed out on formal schooling, and the over-school-age population. Currently, such services have been expanded to cover specific target groups, including prison inmates, the labour force, the disabled, conscripts, agriculturists, the aged, Hill Tribes people, local leaders, slum dwellers, Thai Muslims, religious practitioners, those having no opportunity to further their studies in formal schooling after compulsory education, Thai people in foreign countries, and other special groups, as well as students in the formal school system. The Office of the Non-formal and Informal Education offers three main types of non-formal technical and vocational training programmes:

- 1) Non-Formal Programme for Certificate in Vocational Education: Non-formal education activities leading to the Certificate in Vocational Education are provided through distance learning to lower secondary school graduates, both the unemployed and those working in public organizations and private enterprises.

This programme requires at least three years of study, except when there is a transfer of academic performance or experience;

2) Short-Course Vocational Training Programme: Short- course vocational training is provided in many areas by both public and private institutions and agencies. These courses are offered from three hours to one year and are designed to serve the needs for self employment and to articulate with formal programmes in order to serve lifelong learning; and

3) Interest Group Programme: Teaching and learning activities are organized according to the individual needs and interests of the general public. Those having the same interests can form a group of five to 15 persons and receive training of up to 30 hours.

Generally, the following non-formal educational services are provided by the Office of the Non-formal and Informal Education: Provision of Non-Formal Education for Pre-School Children; Provision of Fundamental Education for Literacy; General Non-Formal Education; and the Non-Formal Technical and Vocational Education and Training Programme. In addition, several agencies responsible for education services, welfare and public services also provide vocational training activities concerned with quality of life improvement.

The Bureau of Special Education Administration under the supervision of the Office of the Basic Education Commission, the Ministry of Education is responsible for 76 Special Centres in 76 Provinces. The Special Centres render services at the Centres; in Inclusive Schools; at home; and in hospitals. They also organize meetings/seminars to provide knowledge for parents of the disabled and relevant agencies; and conduct research and formulate the curriculum for short-term training for the disabled.

As mentioned above, non-formal education is also specially arranged for children with disabilities. Apart from the Ministry of Education, special education for the disabled students is provided by several other agencies including the Department of Social Development and Public Welfare under the supervision of the Ministry of Social Development and Human Security, as well as by some demonstration schools, municipal schools and private foundations. Moreover, some hospitals also organize classes for children with disabilities resulting from chronic conditions.

2.1.2.3 Informal Education

Informal education enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media or other sources of knowledge as follows:

- Informal education programmes provided by libraries, museums and science/technology centres, etc. as well as by mass media (radio, television, newspapers and magazines, etc)

- Informal education programmes of community learning networks i.e. community learning centres, village reading centres, sub-district health offices, sub-district agricultural offices, as well as natural learning sources in each community.

- Learning from various sources as follows: 1) local wisdom which includes culture and the body of knowledge in each community; 2) local media which plays an important role in passing on knowledge and social values through several kinds of performance; 3) families which are learning sources from birth for all people; and 4) networking through cooperative activities.

Several ministries are involved in providing informal education to promote lifelong learning, through information dissemination, educational activities or academic and professional programmes for different target groups relating to the responsibilities of each organization. New lifelong learning sources have been established, while existing ones have been improved and developed in accordance with Section 25 of the National Education Act, which requires the State to promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning sources.

According to the Bureau of Educational Standards and Learning Development, there are approximately 3,200 learning sources in Thailand, comprising public libraries (864), museums (293), art galleries (21), zoological gardens (45), public parks (1,260), botanical gardens (70), science and technology parks, sports and recreation centres (91), national parks (95), and more than 450 other sources of learning. Efforts have been made to enable individuals to learn at all times and in all places through several sources.

Included among the new lifelong learning sources are:

1. The Office of Knowledge Management and Development, a public organization under the aegis of the Office of the Prime Minister. At present, it comprises six separate entities namely 1) Institute for Gifted and Innovative Learning (IGIL); 2) Thailand Knowledge Park; 3) National Discovery Museum Institute; 4) Thailand Creative and Design Centre; 5) Thailand Centre of Excellence for Life Science; and 6) Centre for the Promotion of National Strength of Morals, Ethics, and Values: This centre has been established to promote morals and ethics through the interaction of public and private sectors throughout the country.

2. The National Science Museum Organization, a state enterprise under the supervision of the Ministry of Science and Technology, operates the four following museums: 1) The Science Museum; 2) The Information Technology and Telecommunications Museum; 3) The Natural History Museum; and 4) The Environment and Ecology Museum.

3. The Bangkok Children's Discovery Museum, established by the Bangkok Metropolitan Administration in 2001 to help children develop their ideas and gain experience in adapting to an urban environment and the country's economic and social development. Several new public libraries have also been established, and services in all libraries have been improved. For example, free internet service is provided in all libraries Chulalongkornrajavidyalaya libraries and other public libraries, while many higher education institutions are also developing e-libraries and living libraries.

Through the initiation of HRH Princess Maha Chakri Sirindhorn, several botanical gardens have been established to protect, explore, collect, plant, preserve, conserve and utilise local botanical species. Supported by the Plant Genetic Conservation Project Office under the Royal Chitralada Palace, this activity involves the original natural forest and distributes plants throughout the country in all floristic regions outside the responsibility of the Royal Forest Department. Plants are distributed to government agencies, research centres, experiment stations, academy institutes, schools, temples or other areas where people come together to protect plant genetic. Several other types of lifelong learning sources have also been renovated and improved, including museums and historical parks under the supervision of the Department of Fine Arts, arts and cultural centres, sports and recreation centres, as well as museums of Natural Science.

2.1.3 Levels of Education

2.1.3.1 Basic Education

In 2002, in accordance with the National Education Act, 12 years of free basic education was made available to students throughout the country for the first time. Basic education covers pre-primary education, six years of primary, three years of lower secondary, and three years of upper secondary education. The current compulsory education requirement covers six years of primary and three years of lower secondary education. Children are expected to be enrolled in basic education institutions from age seven through the age of 16, except for those who have already completed Grade Nine. Basic education is provided before higher education by the following institutions:

- Early childhood development institutions i.e. childcare centres, child Development centres, initial care centres for disabled children or those with special needs and early childhood development centres operated by religious institutions or by other agencies.
- Schools such as state schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions; and
- Learning centres i.e. those organized by non-formal educational agencies, individuals, families, communities, community organizations, local administration organizations, private organizations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutes and other social institutions.

2.3.1.2 Higher Education

Higher education at the diploma, associate, and degree levels is provided in universities, educational institutions, colleges, community colleges, and other types of institutions.

A) Associate Degree or Diploma Level. Higher education at the associate degree or diploma level requires two years of study and is offered by Rajabhat Universities, the Rajamangala University of Technology, state and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are related to vocational and teacher education.

B) Degree Level. Programmes leading to a degree require two years of study beyond the diploma level, and four to six years of study for those completing upper secondary education or the equivalent.

1) The first professional qualification is a baccalaureate, normally attained after four years of study. Five years of study are required in the fields of architecture, painting, sculpture, graphic arts, and pharmacy, with six years required for medicine, dentistry, and veterinary science. In some of these fields, additional study is required to allow for a practicum before professional qualifications are awarded.

2) Advanced study of at least one but generally two years, combined with a thesis, leads to the award of a master's degree. A doctorate, requiring an additional three years of study following the master's degree, is awarded in some fields, while an advanced diploma or certificate, designed for students already possessing a degree or professional qualification, may be obtained after one or two years of course work.

2.2 Importance of school committees

From the National Education Act of B.E. 2542 (1999) and Amendments (Second National Education Act B.E 2545 (2002)) (Office of the Education Council, 2009), the representatives consist of various groups of people such as parents; those of teachers community and local administration organizations, alumni of the institution, Buddhist monks and those of other religious institutions in the area, and scholars. This section also states that recruiting, appointing, and deposing of the members should be confined to the regulations stated in the ministry's regulations. It is stated that school administrators are, by position, the school committees and secretary of the board. The members of the school committees are groups of people who are responsible for school development. They are legalized to take part in the development of education. Diversity of the committee is considered beneficial for educational administration. Therefore, it is recommended that there should be people from different professions working together as members of the school council. Below are descriptions explaining where the members should be drawn from and the inherent functions and roles that each type of members has to carry out.

Parent representative is a member of the school council. The parent representatives are the ones who voice to the school about the needs of the community. They also reflect to the school about authentic performances of the students. In addition, they should be the one who cooperates for the development of the school.

Teacher representatives are the people keen about developing education. They are the ones who report to the board of committee about the learning achievement and problems that the students have, as well as the results of the educational management.

Local institution representatives are the members of the communities who reflect the needs and the learning problems of the students. They are responsible for the school development and provide the school with suggestions on the use of local professions or scholars to teach at the school.

Local administration representatives are the ones who provide an overall reflection about the needs of all communities within the school service area. This group of people is very important in terms of providing monetary support to the school. They often provide a lot of learning resources to the school, hold important roles, and linkages between the school and the community.

Alumni representatives are the ones who can inform the board about affective connections between students and their school. They represent the school's dignity and grace. They help pass down dignity and pride to their junior friends. Alumni can also act as a role model for their juniors.

Monastery representatives are the moral fulfillment of the school system. They help provide moral lessons and are important human resources for conducting lessons that encourage students to be a good member of society.

Local scholars are those who are knowledgeable and sophisticated in various fields. They help school to effectively manage basic education that covers all areas of profession. Their contribution is to develop the school management systems sustainably.

School administrator is by position a committee and a secretary of the school council. The school administrator reflects the school management, provide support and advise, create motivation and ignite teachers' interest. The school administrator plays an important role in encouraging other council members to express

their opinions on the development of the school. The school administrator is the person in charge of preparing meeting agenda, recording and reporting the meeting results. In addition, the school director is in charge of transforming the meeting results into practice.

2.3 Structure of school committees

Section 8 of the National Education Act of B.E. 2542 (1999) and Amendments (Second National Education Act B.E 2545 (2002))(Office of the Education Council, 2009) states that educational provision shall be based on all segments of society participating in provision of education. Section 29 states that education institutions in cooperation with individuals, families, communities, community organization, local administration organization, private organizations, professional bodies, religious institutions, enterprises, and other social institutions shall contribute to strengthening the communities by encouraging learning in the communities themselves. Thus communities will be capable of providing education and training; searching for knowledge, data, and information; and be able to benefit from local wisdom and other sources of learning for community development in keeping with their requirements and need; and identification of ways of promoting exchanges of development experience among communities.

Structure of School Committees

2.3.1 Board of school committee must consist of 9-15 members who are representatives of people of different professions as specified below.

2.3.2 School administrator. This group of people can be school principals or directors. In the board of committee, there should be only one school administrator.

2.3.3 Parent representative. There should be one parent representative from the list of parents with children enrolled in the school.

2.3.4 Teacher representative. There is a teacher representative in the school committee. The teacher representative can be recruited from the lists of teachers who are administrator deputies.

2.3.5 Representative of local institutions. There is a position in the board that are drawn from private sections or entrepreneurs whose offices are situated in the school service area.

2.3.6 Representative of local administration office. There is a seat for the representative from the local administrative office.

2.3.7 Representative of alumni. It is regulated that the school committee should include alumni.

2.3.8 Representative of the monastery. For a small school, there is a position for a priest of any religion in the school committee. Two positions should be available for big schools.

2.3.9 Representative of local scholar. There is a position in the school committee for local scholar in a small school, and there are six positions for big schools. The local scholar can be recruited from pension officials of any ministry, entrepreneurs or owners of any business in and out of the school service area. The scholar is, by position, a committee member and a secretary. The chair and the chair's deputy of the committee board can be recruited from the pool of representatives.

2.3.10 The school director, will then, propose the list of the school committee to the educational supervisor who is a level higher than the school for the official endorsement and appointment. In case that there is no applicant for any proposed position, the school needs to nominate names. It is important to note that for the position without applicants, the school must nominate double the amount of nominees compared to the actual amount of applicants stated in the notice. Then the nominees will have to do a selection among themselves to obtain an amount the committee needs to be endorsed by the supervisor.

In addition, the Ministry of Education states that school must hold meetings at least twice a year. The number of representatives depends on the size of the school.

2.4 Roles and performance of school committees

According to Section 38 of the Administrative Organization of the Ministry of Education Act of B.E. 2546(2003) (Ministry of Education, 2003), the school committees task were as followed: 1) Monitor school activities as the regulations and policies of Ministry of Education, Office of the Basic Education Commission, Offices of the Educational service area and the needs of local community directs; 2) Support school's management in every aspect; 3) Has authority concerning personnel management of teachers and educational personnel as stated by the law; and 4) perform other functions stated by the law, regulations, announcements, and etc. that was issued by the Office of Basic Education.

To develop schools, school committees play a very important role in supporting the school's overall development. The school committees' role, which changed from just giving advice and helping schools to participate in monitoring and supporting the school administration process.

Roles and performance of the school committees regarding academics

Give opinions and suggestions on improving the school curriculum according to the mainstream curriculum, the students' interest, and the community.

Gives suggestion and encourages the school to create appropriate learning environment, learning process, learning resources, and local knowledge to improve and develop the education system's quality continually.

Acknowledge and providesuggestionson managing quality education system and Internal Quality Assurance system.

Roles and performance of the school committees at budget management

- Gives suggestions and opinions regarding the school's finance.
- Give opinions and suggestions on following rules and regulation regarding finance, income, and latest information about laws, orders, and announcements from the Ministry of Education.

Roles and performance of the school committees on human resource management

Follow laws was established by the Basic Education Commission to protect the safety and well being of teachers and governmental officials.

Roles and performance of the school committees at general management

- Give opinions and suggestions on the establishment of quality education system's policies according to the plans and policies of the Ministry of Education, the Basic Education Commission, the Secondary Education Area Office including community and local needs.

- Acknowledge give opinions and suggestion the school can adapt and enrich the policies of the education system's quality according to laws, orders, announcement plans and policies of the Ministry of Education, the Basic Education Commission, the Secondary Education Area Office including community and local needs. Report to the Secondary Education Area Office in case of default laws, orders, announcement, plans, and policies of the Ministry of Education, the Basic Education Commission, the Secondary Education Area Office including community and local need.

- Gives opinions and suggestion, coordinate, encourage and support regarding education resources. This includes maintaining, applying, and providing the school advantage according to the prescribed laws, orders, announcements, etc.

- Guide and encourage the community to be strong and build relationships with other communities.

- Follow procedures and guidelines according to the law, orders, announcements, and etc of the Basic Education Commission.

School is an institution that aims to provide fundamental education and accomplish the educational objectives set by the educational reform, and the national education law and other related laws. The school committees are set up in order to help schools reach the educational goals. In order to succeed, the school committee needs to work harmoniously, and keep in mind the goal of achieving standard education. School is a hub, where everything can happen. Therefore, the educational law specifies the roles of the school as described below.

1. School needs to organize meetings among the school committees regularly in order to inform the school committee about the new role of the school, as an autocratic institution, and roles the school committees have to carry out in relation to the development of the school.

2. School should publicize to the community the roles and responsibility of the school committee regarding school management as prescribed by the educational law. Any attempts that the school should make aims to bring about a good relationship between the school and the community.

3. Conduct school level education plan that corresponds to the policy and plan of the Ministry of Education. The school should work together with the school committee to conduct and revise the school's educational plan.

4. School should prepare budget plan to propose to the committee for correction and suggestion.

5. Prepare details of educational plan and projects and their estimated expenditures and present them to the school committee. Use this budgeting data as a key to ask the community for monetary support.

6. Develop school level syllabus and propose it to the school committee for suggestions on the syllabus amendment.

7. Create a learning atmosphere that encourages student-centered learning, supports learning of individual students to help them reach their learning potential. All the processes involving education development should be regularly reported to the school committee in order to continuously receive suggestions and share a sense of pride after the tasks have been completed.

8. Issue regulations and other commands that corresponds to laws and regulations issued by the government.

9. Create internal quality guarantee system and be cooperative to the educational standard assessment from both inside and outside inspectors. Then report the evaluation results to the committee.

10. Create and develop school information archive to be used as a base for making decision and policy. This helps avoid subjective and prejudiced decisions.

11. Improve interpersonal communication to encourage the school committee to express explicitly and inexplicitly their opinions concerning educational

development. Quality group communication is believed to play a crucial part in perfecting an education system.

12. Appoint a group of people to work as a sub-group committee whose responsibility is to be alert, respond to the school committee needs, and to place the school committee's meeting agreements into practices. It is the sub-group committee's role to be committed to manage the school according to the law.

13. Report the management to the school committee as deemed necessary.

14. Regularly organize the school committee meetings, prepare meeting agendas, summarize the meeting and stay involved in the overall meeting processes.

2.5 Committee based management

Committee based management is a democratic administration popularly employed at the present. It opens door for various groups of people to participate in the school's management. This guarantees that school will be able to accomplish its goals and it provides satisfaction to all parties involved. Many scholars have defined the term "committee based management" as followed.

Chawrakum (1999) defined the term "committee" as a group consisting of at least two people who have been appointed by an institution to cooperatively work on a particular activity in order to make it reach the aims set forth by the institution. The committee's service duration varies. Therefore, the committee can be classified as a permanent or temporary committee. The duration of the committee depends on the duration of the task.

Santiwong (1997) postulated that committee refers to a group comprising of at least two people who corresponds to each other in order to solve the institution's problems. The group may be formed informally, in principle however, the committee are formed formally in order to group together manpower to solve the institution's problems.

Surihan (1997) explained that committee refers to a group of at least two people who join together to solve the institution's problem. The group may be formed formally or informally.

In summary, it is believed that committee based management is one of the most effective managing system because it is a system that empowers personnel to accomplish objectives. The benefit of the system is that it distributes administrative and decisive powers to all parties concerned. The variety in terms of experiences of the members of the school committee contributes to the development. Below are some descriptions of the contributions that each school committee has on the development of the school.

2.6 Concept and theory of role and performance

Community is a complex weaving of interactions. Therefore, there is a need for the society to have discipline. For example, each society needs to have people with different responsibilities. An individual needs to be aware of the roles he/she has to assume in the future. The role of an individual is based on the person's status. What is important is that two different people may behave differently under the same situation. This has to do with individual differences.

Definition of status

Many scholars have defined the term "status" as followed;

Limarree (1986) said role means a series of action confined to a particular position that an individual is holding. Whenever the individual's conducts abide with the rights and function of the work or status tradition, it can be said that the person is playing a role properly. In order to perform ones' roles effectively, it is therefore, important for that person to learn how to perform their role according to the culture of the organization the person is working for.

Sawatdiphong (1981) said "role" refer to expected behaviors for each member of the group.

Putkum (1979) defined that roles and status are counterparts. Roles are assigned to a person together with the status that the person obtains. Roles therefore, refer to things that the person has to do, including rights and duties that the person has to perform with relation to other people who share the same responsibility or work.

Levinson (1971) whose works were inline with Linton has classified roles into 3 categories.

1. Role refers to norms, goals, regulations, and responsibility, which are tied to the social position that a person holds. Role by this definition, therefore, places an emphasis on the functions that a person has to perform rather than on the individual's self.

2. Role is a process of thinking where the individual act according to the obligations defined by the position.

3. Role is a series of action of an individual with relation to the social structure. In other words, role means norms or clues at which a person has to follow when holding a particular system.

Based on the definitions stated above, role can be summarized as behaviors, which are confined by the current position of a person.

Types of role

Sawandee (1975) has explained roles by comparing roles to dramas consisting of three different expectations.

Firstly, expectation from the script means a comparison of a social reality to the play or drama at which different social norms affect the roles that each character has to perform. When exposed to different situation, the norms of the current situation direct the character to the proper roles he or she will have to take.

Secondly, are the expectations of other characters. Social norms are comparable to a script, which directs or indicates a person's role in accordance with the person's social interaction. Based on the direction given to an individual, the person; therefore has some expectation on the role that other people will have to take and perform. It is important for everyone to recognize their own roles as well as be able to adapt themselves to different roles when exposed to different situations.

Thirdly are expectations from the audiences. This type of expectation is what the audience expects from different characters. It also means a state at which a person have to act according to somebody else's roles in order to maintain social interaction which is normally not a regular role that the performer has to take. For example, by attending a wedding party, one will have to dress more properly instead

of wearing his or her regular pair of jeans. In addition, the person will have to behave more socially because he or she is meeting with a wider range of people.

Levinson(1971) classified roles in relations to their social status into 4 categories.

1. Roles as confined by sex and age; for example, a role of a man or woman or role as an adult or a child. These roles are temperament of individuals at different stages of lives.

2. Roles as confined by occupations. People may take on the roles of teacher, nurse, fruit seller, and so forth, based on their jobs. This role can be changed more freely compared to other roles.

3. Family roles. Members of a family take different roles such as father, mother, and son.

4. Roles among group of friends. People who share common interests can become friends or group of friends. In the group, roles are allocated to different people in the group.

It can be summarized that social interactions are created based on different expectations, expectation from the script, from other players, and from the audience. All expectations are dependent on the status that a person is possessing.

Principles about role

Role is a series of behavior that a person performs according to the conditions and obligations that the person has in relation to his or her status. A position that the person holds and social expectation have some effects on the way the person think and behave. Socio-psychology wise, it is believed that the thoughts, feelings and behaviors of an individual affect the appearance of the other people. Positions that a person holds are merely a system of expectation. However, the actual behavior that a person conducts is a result of interaction between “self” and “role” of the individual. Therefore, when one realizes that he or she is expected to perform the role, the person will then have some expectation from the performance of one’s own role. This reaction is called “interacting reaction expectation”

Jungcharoon (1994) postulated that to understand a member of an organization is to understand the nature of that person. This means that to understand a person, it is necessary to know what the person is looking for and what the person is ignoring. It is also important to know what the person chooses and acts. It is suggested that, in order to understand the nature of an individual, one needs to know about the person's capability. Being able to gauge all these factors will help understand behaviors and relationship that the person has on the organization. Nevertheless, causes of problems regarding the forming of roles can be summarized in the following lines.

1. Bad role performers. This aspect of the problem on the performance of the role results from the fact that the one who has to perform the role is not capable of the functions denoted by the roles.

2. Problem resulted from role confusion. Even though a role performer is willing and capable of performing the role, problems can still arise due to difficulties in defining the role. The problem that can be caused falls into the following categories.

- 2.1 Role obscurity

- 2.2 Role conflict

- 2.3 Role insufficiency

Factors affecting the performance of the role

Human performs actual roles because of one or all of the following factors:

1. Goal. With a certain goal in mind, one will pursue that goal by performing to reach the goal.

2. Belief Orientation. Belief can be created from an understanding about a particular thing.

3. Habits and customs. Habits and customs is a socially prescribed behavior that has been passed on by traditions. If the tradition is violated, the person will be socially banned from society.

4. Expectation is how people react to a series of behaviors that the expected person performs. People tend to have a habit of expecting other to do things that they want a particular person to do.

5. Commitment is things that one hold on to. He or she must do so because it is the right thing he or she has to do in that particular situation.

6. Force. Using power can force someone to make decision faster.

7. Opportunity is a part of the performer's belief regarding chances that are important for decision making. Someone may perform the role because they think it can bring them opportunities of getting promoted.

8. Ability is important for role performance. If one believes that he or she is able, then that person will perform his or her role in the society.

9. Support is something that a person expects to receive from the other person. This kind of belief makes an individual perform their roles.

In summary, educational administration refers to a systematic management of human, budget, materials, buildings and places in order to equip students with four types of development; knowledge, physical, mental, and social developments.

Meaning of Performance

Organizations need high performance individuals in order to meet their goals, to deliver the products and services they specialized in, and to achieve competitive advantages. Performance is also important for the individual. Accomplishing tasks and performing at a high level can be a source of satisfaction, mastery, and pride. Low performance and not achieving the goals might be expressed as dissatisfying or even as a personal failure. Moreover, others recognized performances within the organization by being rewarded financially and with other benefits. Performance is a major, but not the only prerequisite for future career development and success in the labor market. Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (Vanscott, 2000).

Performance is about factors such as culture, mission, workflow, goals, environment, knowledge, and skills all working together to produce something that is valuable to the consumer. So performance, regardless of the organization that produces the performance (be it a baseball team, software company, girl scout troop, or law firm), is about outputs or results. There are 3 levels of performance: organization, process, and individual.

The outcome aspect refers to the consequence or result of the individual's behavior. The described behaviors may result in outcomes such as number of engine assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, the behavioral and outcome aspects are related empirically, but they do not overlap completely. Outcome aspects of performance also depend on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect reading lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficit (outcome aspect of performance). Or imagine a sales employee in the telecommunication business that shows only mediocre performance in the direct interaction with potential clients (behavioral aspect of performance), but nevertheless achieves high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phone equipment.

In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect because not all actions are relevant to achieving organizational goals. But only behaviors that are relevant to achieving good constitute performance. One needs a criterion for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems. Moreover, despite the general agreement that the behavioral and the outcome aspect of performance have to be differentiated, the author does not completely agree with these two aspects being labeled as 'performance'.

2.7 Related research on school committees and general factors

Premkamol (2011) conducted a research to compare the school committees' according to administrators' and teachers' opinions under the office of the Prachinburi Educational Service Area. The results of this research were as followed: 1) school administrators' and teachers' overall opinions, in the office of the Prachinburi

Educational Service Area, were at a high level. Considering each item, it was found that school administrators' and teachers' opinions in all items were at a high level namely planning, resource allocation, and work moral, coordination and evaluation, school administrators' and teachers' opinions were at a moderate level 2) the comparison between school administrators' and teachers' opinions on the situation of the school boards' classified by school size i.e. large, medium and small, were not statistically significant difference at the 0.05 level.

Phavong(2008) studies on problems of participation in education management of Basic Education committee's in compulsory education school under the Office of Sakon Nakhon Educational Service Area 2, found that role and performances of school committees with regard to status, age, levels of education, type of representative were not statistically significant difference at the 0.05 level.

Phosri (2004) conducted a study on the communities' perception on the factors affecting the efficiency of the school management, in Sumsoong District, KhonKaen Educational Service Area 4. He found and arranged the factors affecting the school management by their degrees of effectiveness from the most to the least as the following: 1) the school environment that provides learning friendly atmosphere, safe, and disciplined; 2) the characteristics of the staff; 3) administrative structures; 4) academic leadership; 5) community expectation; 6) personnel development; 7) relationship between the school and its service areas; 8) and school-based management.

Boonpoom(2004) conducted a study on the participation of the school committees, of the schools under the jurisdiction of the municipality of the Muang District, Chaiyaphum Province. The samples used for this research were 48 school committees and 4 school administrators. The results of this study are as followed:

1. The committee of the schools, under the jurisdiction of the Muang District municipality, Chaiyaphume Province, on average had high participation scores. An itemized analysis showed that participations in all aspects were high. The average participation scores ranking from high to low are in general administration, academic administration, budget administration, and personnel administration.

2. The school committees wanted to take part in all aspects of the school administration. In term of academic administration, they wanted to be part of the allocation of the educational standard and navigating academic tasks to the needs of

the community. In term of budgeting management, they wanted to take part in budget planning and monitoring the expenditure of the budget according to the contents of the budgeting plans. The school committees also wished to take part in school personnel management. They suggested providing some welfare services for officials with good conduct and moral. In terms of school's general administration, the school committees reported that they wanted to help with educational resources in order to help the school to sufficiently provide school infrastructures for their students.

Akarahadsri (1999) did a research on the performances of the school committees for the schools teaching from grades 1-6 in Gaedum district, Mahasarakham Educational Service Area zone1. The results showed that the performances of the school committees were at a moderate level. Based on gender of the participants, it was revealed that the male member had statistically significant difference at the 0.05 level when compared to the female members.

Sritoomma (2004) studied the problem of the school committee regarding school management of primary schools in Maung District, Udontani Province. He found that the school committees had problems performing their jobs as prescribed by the Ministry of Education at the moderate level. However, the committee had less difficulty in following three aspects of the committee's task. 1) The perception of the committee on the advancement and achievement of the school. 2) The committee's connections and communication with other local administrative staff and community, and 3) Allocating working teams or other sub-committee to organizing a particular activity or project.

Srinontao (2003) observed levels of participations of the school committee in primary schools in Kalasin Province. The samples were 360 school committees in primary schools in Kalasin Province. The results showed that:

1. High performance scores were tabulated from the school committee participations in the school regular meetings.

2. Six types of school tasks that the school committee did not participate and provide reasons for not participating consist of:

The committees were not ready to provide knowledge and academic service to the community. The committee suggested that the schools should make a list of support they need from the community and try to contact related persons or parties to obtain the support from by themselves.

The committees were not ready to help the schools to contact with related bureau in registering. Schools should appoint someone to work on public relation tasks. In addition, schools should list the support they had obtained and report it to the higher office.

Uphaphong(2003) did a comparative study on the committees' management of the school. He found that the school committees had the overall performance gauged at a high level. Correspondingly, an itemized analysis also revealed that the school committee had high level of performances. The overall comparison of the effectiveness of the school management showed no differences in job performance. However, based on the pairing comparison, it was found that the comparison between the school directors and the alumni had a statistically significant difference at the 0.05 level.

Poungsiri(2002) conducted a research to compare the level of the participative management of the school committees in schools in the municipality of Surin Province. Based on gender, age, education level, and type of representative. The results showed that 1) Overall, the opinions of school committees, of schools in the municipality Surin Province, were in the medium range. When the opinions were considered with regards to individual aspects, two aspects were high, academic matters and general administration. The aspects in the medium level were personnel management and budget. 2) The hypothesis testing revealed that there were no statistically significant difference in gender, age and position, on the opinions towards participative management. Regarding different level of education the participative management was statistically significant difference at the 0.05 level.

Hinnugul(2001) conducted a research on the participation of school committees supervising in Narathiwat Province. The research results were as followed: 1) the overall participation of school committees supervising in Narathiwat Province was moderate for every aspect; 2) the school committees supervising in Narathiwat Province in terms of status, and the overall participation aspect were not statistically significant difference at the 0.05 level; 3) with regard to school size, participation in every aspect were statistically significant difference at the .05 level. The school committees supervising in large school had participation higher than the medium and small schools, and 4) the problems that prevent participation of school

committee supervising in Narathiwat Province were that they were unaware of the school committees' role. They do not have spare time for the job in school. They were unable to express their opinions, were uncoordinated and have inadequate budget for the operation. The suggestions were that: there should be training and advise for the school committees supervising role, appointment of people suitable to coordinate with the school and community, and the school committees' superiors should acknowledge the school committees that excel in their work as encouragement.

Promin (2001) studied the performances of the primary school committee in primary schools in Krabi Province. It was observed in this research that: 1) overall and itemized analysis of the role performances of the school committee were revealed at a moderate level. However, high performance scores were observed in the commitments of the school committee to some school tasks such as promoting quality education equally and thoroughly to all students in the school service area, encouraging and cooperating with community in making the school a hub for community learning, 2) based on itemized and the overall analysis, male and female school committee did not perform differently in most tasks, except in providing suggestion in conducting the school plan where the male committee had a significantly higher performance level than the female committee at the statistically significant difference at the 0.05 level.

Kardsanit (1999) conducted a research on the expectation and actual role performances of the secondary school committee in Chaiyaphum Province. It was revealed from this study that the questionnaire respondents expected the school committee to perform highly in educational quality development, providing suggestion on the school annual plans, and in appointing the school advisory board. In practice, however, the school committee could perform their tasks moderately. Furthermore, it was revealed that the tasks of providing suggestion and participation in determining the school policy and conducting the school plan where the school committee performed relatively low in these two tasks. Conclusively, there was a difference between the expectations of the questionnaire respondents and the actual performances of the school committee with the statistically significant difference at the 0.05 level.

Intaraprasert (1999) conducted a research that analyzed the performances of the school committee of primary schools under the jurisdiction of Nongworsor Primary Educational Office, in Udonthani Province. He found that the variety in experiences, educational backgrounds, and occupations of the school committees resulted in different quality of work. In addition, having school committees with various backgrounds caused some difficulties during the committee meeting.

Rideout (1997) found that school-based management in Newfoundland and in Labrador found that stakeholders were invited to take part in the development of the local primary schools. These schools, in general, had erected school council to collect data on the parents, the teachers, the principals, and the educational supervisors' opinions about the budget, the curriculum, the personnel, and the problems posted within schools. The study showed that parents were never involved with the management, while the teachers only had relatively little involvement in educational development. The school directors were the ones who were the most involved with the educational management. Parents and teachers reported the desire to be a part of the school management and requested that the school councils train the parents and teachers on this new role. It was suggested that the system should welcome a wider range of stakeholders' involvement in the school management. In addition, more budget and power should be distributed to schools and there should be some development in the local curriculum.

Hutton (1996) investigated the school committees' perceptions on the fundamental components leading to a successful school management. The result reveals that based on the school committee perceptions, the factors contributing to the success of the schools are: 1) support from staff who works in the school, 2) a collective working system, 3) consecutive evidences of success, and 4) succeeding after going through many obstacles since the beginning.

Jerry (1996) concluded in his study that the involvement of the African-American families during their child's freshmen year in universities, the universities in Minesota, helped parent to make better decision about the choice of the university for their children. It was also found that parents had a great effect on the school's decision making. However, parent without any involvement on the school management would be lost because they lacked importance information to make their decision. This group

of parents failed to believe that school is the sole party that can manage education for students.

Phalee(1992) studied the performances of the primary school committee in Kalasin Province. The research revealed that school size played a role on the performance of the school committee. There was a significant difference (statistical difference shown at .05) on the performance of the school committees in big and small schools. Big school committee performed significantly better than school committee of medium-sized school with a statistically significant difference at the 0.05 level.

Based on the review of related literature, one may have been aware of the necessity of the school committee in fulfilling the need to develop schools. The school committees are involved in all aspects of the school development ranging from; planning, setting policies, monitoring, and reflecting on the works of the school. The school committees plays major role in the development of the whole school system.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the systematic procedure used in this research project; the sections are as followed:

- 3.1 Research design
- 3.2 Population and sample
- 3.3 Research instrument
- 3.4 Quality of instrument
- 3.5 Statistic and data analysis

3.1 Research design

This research was a quantitative research, in the pattern of survey research. The questionnaires were used to collect data regarding the study on the Basic Education Commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22.

3.2 Population and sample

3.2.1 Population

The population of this research was number of school committees in secondary schools in Nakhonphanom Province. The population was 663 school committees in 51 schools.

3.2.2 Sample size

The sample size was calculated by using the Yamane formula (Yamane, 1973).

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size;

N = population size;

e = sampling error.

Using the population size of 663 and a sampling error of 0.05, the sample size is as followed:

$$n = \frac{663}{1 + 663(0.05)^2}$$

$$n = 249.48$$

$$n \approx 249$$

Therefore, the sample size for this study was 249 school committees.

3.2.3 Sampling Method

Multi-stage sampling method was employed according to the following steps:

Step 1 Specified the sample sizes that will be selected from small, medium, and large schools.

Step 2 Select each research participants based on the types of school committee member they are so that the samples are proportional. The types of the school committees member are: school administrator, parent representative, teacher

representative, local institution representative, local administration representative, alumni representative, representative of local monasteries, and local scholar representative.

Step 3 The Simple Random Sampling technique (drawing lots) will be used as the last step in order to obtain a certain number of committees as stated in step 1 and 2 without bias.

Table 3.1 Population and sample

Types of representative	Population			Sample		
	Small school	Medium school	Large school	Small school	Medium school	Large school
1. School administrator	27	14	10	10	5	4
2. Parent representative	27	14	10	10	5	4
3. Teacher representative	27	14	10	10	5	4
4. Local institution representative	27	14	10	10	5	4
5. Local administration representative	27	14	10	10	5	4
6. Alumni representative	27	14	10	10	5	4
7. Representative of local monasteries	27	28	20	10	11	7
8. Local scholar representative	54	168	60	21	64	22
Total	243	280	140	91	105	53
Total of population and sample	663			249		

3.3 Research instrument

The instrument in this survey research was composed of questionnaire and measuring mode constructed from the documentary study, concepts, and related researches. The questionnaire consisted of three sections.

Section 1 was the informant's information such as; gender, age, level of education, types of representative, and school size.

Section 2 Perception on basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22. There were 12 questions.

Rating Criteria for the yes/no answers on the checklist are as followed:

Yes = 1

No = 0

The score obtained from the yes or no answers in the checklist will be converted into a range of interval score. An interpretation of each interval of score is as followed.

Interpretation of range of interval scores

- High average score was in the range 0.68 - 1.00
- Moderate average score was in the range 0.34 - 0.67
- Low average score was in the range 0.00 - 0.33

Section 3 Role and performance on basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22. There were 36 questions.

Table 3.2 Classification of the school committees' role and performance

Statements	Items
1. School educational policy and plan allocating participation	1-3
2. Participates in school annual development plan	4-6
3. Participates in the curriculum development	7-9
4. Monitors and follow up on the school performance	10-12
5. Encourages school to provide sufficient and effective education to all the students in the school service area	13-15
6. Promotes the rights of children, disabled children, disadvantaged children, and gifted children, and help them develop up to their potential	16-18
7. Takes part in the school management regarding the personnel, finance, school general administration, and reporting the school achievements	19-21
8. Educational resource endowment, recruiting outside trainers, application of local wisdom for student's well-rounded development, nourishes and preserves values of local tradition and culture	22-24
9. Promotes relation with the community, cooperates with local institutions in promoting school as a hub for local development	25-27
10. Approves reports that the school has to do in order to inform the community of the school achievements.	28-30
11. Appoints an advisor or subcommittee to organize and carry out the school affairs according to related regulations	31-33
12. Involves in other miscellaneous assignments	34-36

The level of performance was classified into five levels, according to Best's criteria (Best, 1981), based on the score of the answer. The classification is described as followed:

Lowest level was when the average score falls between 1.00 - 1.80

Low level was when the average score falls between 1.81 - 2.60

Moderate level was when the average score falls between 2.61 - 3.40

High level was when the average score falls between 3.41 - 4.20

Highest level was when the average score falls between 4.21 - 5.00

3.4 Quality of the instrument

The quality of the questionnaire was checked through content validity and reliability. The two tests are described in the next two following paragraphs.

3.4.1 The validity of the questionnaire was confirmed by thesis advisors and three experts, which means that the questionnaire follows the objectives and conceptual framework. Then the questionnaire was edited according to the advice from thesis advisors and experts.

3.4.2 Thirty schools committees from Nakhonphanom Province, were asked to participate in the pilot testing for reliability. Committees for the pilot testing possess qualifications that were similar to the actual study participant. Then the results were analyzed by using Croanbach's alpha coefficient. The reliability test yielded a score of 0.95. It could be concluded that the questionnaire's reliability is high.

3.5 Data collection

3.5.1 Contacted the Faculty of Social and Humanities, Mahidol University, to request the official letters with the Dean's, of the Faculty of Social Sciences and Humanities, signature. Requested for the cooperation of the school committees of school in Nakhonphanom Province under the Secondary Educational Service Area Office 22as regards of collect the data.

3.5.2 Appointments with the school committees were made to request for their cooperation.

3.5.3 Letter, which requested the school committees' cooperation, were distributed.

3.5.4 The questionnaires were distributed to the school committees that comprised the sample of this study. The committees were reminded to complete the questionnaire within 2 weeks.

3.5.5 The questionnaire were checked to make sure that they were complete.

3.5.6 Appointments with school committees, who gave their consent to participate in focus groups, were made.

3.6 Statistics and data analysis

All the data collected from respondents has been checked out, grouped and tabulated to facilitate the analysis process. The data has been electronically processed and analyzed using computer application software. The researcher used both descriptive and inferential statistics to analyze the data.

The following statistics were used in data analysis:

1. Descriptive statistics were used to present general information acquired from the questionnaires to calculate the sample's frequency, percentage, mean, and standard deviation.
2. Inferential statistics, which was t-test and one-way ANOVA, were used to compare the Basic Education Commission's role and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22, based on general factors (gender, age, education level, type of representative, and school size).
3. The significant difference was tested by post-hoc test with LSD (Least Significant Difference).

CHAPTER IV

RESULTS

This chapter presented the findings on school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, role and performance. The data of the study was analyzed and summarized according to the following sequence:

4.1 General information of respondents.

4.2 Perception of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance.

4.3 Level of basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22

4.4 Analysis of the difference general factors and their effects on the level of involvement of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance.

4.5 Summary of the hypotheses testing.

4.1 General information of respondents

This section focused on the general information of the respondents. It was concerned with the analysis of frequency and percentage of the respondents classified by gender, age, education level, type of representative, and school size. The details of these variables were shown in Table 4.1.

Table 4.1 General information of the respondents

(n = 249)		
General information	Number	Percentage
Gender:		
Male	170	68.30
Female	79	31.70
Age:		
Less than 35 years old	45	18.10
35 – 45 years old	146	58.60
More than 45 years old	58	23.30
$\bar{X} = 41$, S.D.= 0.67, Min = 28, Max = 67		
Education level:		
Lower than bachelor's degree	139	55.80
Bachelor's degree	71	28.50
Higher than bachelor's degree	39	15.70

Table 4.1 General information of the respondents (cont.)

(n = 249)		
General information	Number	Percentage
Type of representative:		
Teacher representative	19	7.60
Local administration representative	19	7.60
Local scholarrepresentative	107	43.20
School administrator	19	7.60
Representative of local monasteries	28	11.20
Local institution representative	19	7.60
Alumni representative	19	7.60
Parent representative	19	7.60
School size:		
Small school (less than 500 students)	73	29.30
Medium school (between 500 to 1,499 students)	123	49.40
Large school (1,500 students and above)	53	21.30

According to Table 4.1, the sample consists of mostly male, 68.30 % male and 31.70% female respondents. For the age variable, most of the respondents, 58.60 %, were in the range of 35 – 45 years old, 23.30 % were older than 45 years old, and 18.10% were younger than 35 years old. For education level, most of the respondents, 55.80 %, hold a degree lower than bachelor's degree, 28.50 % hold a bachelor's degree, and 15.70 % hold a degree higher than a bachelor's degree. For type of representative, the majority, 43.20 %, are local scholarrepresentative and 11.20 % are representative from local monasteries. Teacher representative, school administrator,

local institution representative, alumni representative, and parent representative had the same percentage; 7.60% each. For school size, the majority is medium-sized school, 49.40 %, 29.30 % small-sized school, and 21.30 % large-sized school.

4.2 Perception of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

Table 4.2 Perception level of school committees on the basic education commission's role and performance in Nakhonphanom Province under the Secondary Educational Service Area Office 22

(n = 249)				
Statements	\bar{x}	S.D.	Level of perception	
1. Academic administration is carried out according to decentralization; school creates its own curriculum based on the centrally designed core curriculum issued by the Ministry of Education	0.70	0.45	High	
2. The aim of academic administration is to bring about independence and faster academic administration	0.55	0.49	Moderate	
3. The aim of academic administration is to bring about efficient and sufficient budgeting management	0.59	0.50	Moderate	
4. The aim of academic administration is to create independence, transparency, and measurable budgeting management	0.61	0.49	Moderate	
5. The aim of budgeting is to bring about independence, faster processing, transparency, and measurable budget management	0.64	0.49	Moderate	
6. The aim of budget management is to provide budgeting support for the school curriculum and learning development	0.59	0.49	Moderate	
7. Personnel management is based on good governance and it conformed to the laws, management moves faster, and management moves independently	0.65	0.48	Moderate	

Table 4.2 Perception level of school committees on the basic education commission's role and performance in Nakhonphanom Province under the Secondary Educational Service Area Office 22 (cont.)

(n = 249)

Statements	\bar{X}	S.D.	Level of perception
8. The personnel administer is to bring about courteous and fast personnel management that is responsive to the good governance	0.66	0.48	Moderate
9. Personnel management is set to provide encouragement, support, and cooperation to the general management of school affairs	0.67	0.47	Moderate
10. The school's general management is conducted in order to gear other school tasks to the set goals and standards	0.69	0.46	High
11. The aim of the general administration is to publicize the school achievements and the achieved rewards to the community	0.74	0.40	High
12. The aim of the general administration is to help the school to effectively manage its own software and hardware archives	0.80	0.41	High
Total	0.66	0.48	Moderate

Note: High = 0.68 – 1.00, Moderate = 0.34 – 0.67, Low = 0.00 – 0.33

According to table 4.2, the school committees' level of perception was in the moderate level, with an average mean score of 0.66. However, the of the general administration is to help the school effectively manage its own software and hardware archives was at the high level, with the highest mean score at 0.08, the level of the aim of an academic administration is to bring about independent, and fast academic administration was at the low level, with the lowest mean score at 0.55

4.3 Level of basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22

Table 4.3 The Basic Education Commission's overallrole and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22

(n= 249)

Statements	\bar{X}	S.D.	Meaning
1. School educational policy and plan allocates participation	3.02	0.82	Moderate
2. Participates in school annual development plan	3.72	0.66	High
3. Participates in curriculum development	2.61	0.64	Moderate
4. Monitors and follow up on the school performance	3.19	0.68	Moderate
5. Encourages school to provide sufficient and effective education to all the students in the school service area	2.76	0.67	Moderate
6. Promotes the rights of all children; including disabled and disadvantaged children	2.27	0.59	Low
7. Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements	3.02	0.63	Moderate
8. Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture	3.14	1.01	Moderate
9. Community relations' promotion, cooperation with local institutions to promote school as a hub for local development	2.41	0.87	Low
10. Approves the school's achievement reports that the school will present to the community	2.34	0.69	Low

Table 4.3 The Basic Education Commission's overall role and performance of school committees, in Nakhonphanom Province under the Secondary Educational Service Area Office 22 (cont.)

(n = 249)

Statements	\bar{X}	S.D.	Meaning
11. Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations	2.54	1.02	Moderate
12. Involves in other miscellaneous assignments	2.24	0.51	Low
Total	2.77	0.31	Moderate

Note: Highest = 4.21 – 5.00, High = 3.41 – 4.20, Moderate = 2.62 – 3.40, Low = 1.81 – 2.60, and Lowest = 0.00 – 1.80

According to table 4.3, the overall Basic Education Commission's role and performance of school committees was in moderate range, with an average mean score of 2.77. However, participation in school annual development plan was in the high range with the highest mean score, 3.72. The level of involvement in other miscellaneous assignments was in low rangewith the lowest mean score of 2.24.

Table 4.4 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in school policy and plan allocation

(n = 249)

Statements		\bar{X}	S.D.	Meaning
1.	Expresses opinions regarding educational policy allocation	3.15	1.41	Moderate
2.	Expresses opinions regarding school charters construction	3.39	1.32	Moderate
3.	Expresses opinions regarding conduction school annual development plans	2.51	1.27	Low
Total		3.02	0.82	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80.

Table 4.4 show that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in school policy and plan allocation level of school educational policy and plan allocating was in the moderate level, mean score of 3.02, for participating in school educational policy and plan allocation. However, expressiveness regarding school charter construction was high with the highest mean score, 3.39. The level of expressiveness regarding creating school annual development plans was low and has the lowest mean score, 2.51.

Table 4.5 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in school annual development plan

(n = 249)

Statements	\bar{x}	S.D.	Meaning
1. Expresses opinions regarding the school annual working calendar	3.22	1.19	Moderate
2. Expresses opinions regarding monitoring, taking control, and assessing the application of the school annual developing plan	4.03	1.00	High
3. Expresses opinions regarding finance, hardware, and material archive management	3.91	1.06	High
Total	3.72	0.66	High

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.5 show that The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in school annual development plan was high with an average mean score of 3.72. However, expressing opinions on monitoring taking control and assessing the implementation of the school annual development plan was high with the highest mean score, 4.03. The level of expressing opinions about the implementation of the school annual development plans was low level, with the lowest mean score at 3.22.

Table 4.6 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in the curriculum development

(n = 249)

Statements	\bar{x}	S.D.	Meaning
1. Expresses opinions on the needs to develop the local curriculum	2.67	0.92	Moderate
2. Share their perspectives about the local curriculum development	2.55	1.08	Low
3. Gives suggestions regarding the development of the local curriculum	2.61	0.98	Moderate
Total	2.61	0.64	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.6 showed that The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in the curriculum development was at the moderate level with an average mean score of 2.61. However, the committees' members did not hold back their opinions regarding the need to develop the local curriculum; this aspect has the highest mean score with a mean score of 2.67. The amount of suggestions given regarding the development of the local curriculum was in the low range; with the lowest mean score at 2.55.

Table 4.7 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in monitoring and following up

(n = 249)

Statements		\bar{X}	S.D.	Meaning
1.	Periodically follow up and monitor school performance	3.65	1.21	High
2.	Participates in the school problem solving and encourages the school to perform its tasks effectively	3.22	1.16	Moderate
3.	Provide suggestions to the school regarding dealing with existing problems	2.72	1.32	Moderate
Total		3.19	0.68	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.7 show that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in monitoring and following up was at the moderate level, with an average mean score of 3.19. However, periodical follow up and monitoring of the school performance was at the high level, with the highest mean score of 3.65. The level that they provide suggestions to the school in dealing with existing problems was at low, with the lowest mean score at 2.72.

Table 4.8 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of encouragement regarding the school providing sufficient and effective education to all the students in the school service area

(n = 249)

Statements	\bar{X}	S.D.	Meaning
1. Is a part of allocating the school service area	2.81	1.24	Moderate
2. Engages in collecting student data	2.72	1.11	Moderate
3. Take part in advising and making the parent aware of the importance of education	2.76	1.17	Moderate
Total	2.76	0.67	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.8 showed that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of encouragement regarding the school providing sufficient and effective education to all the students in the school service area was at the moderate level, with the average mean score at 2.76. However, participating in the allocation of the school service area was at a high level; this aspect has the highest mean score with an average of 2.81. The level of engagement in collecting the student data was low; it has the lowest mean score with an average of 2.72.

Table 4.9 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of promoting the rights of children, which includes disabled children, disadvantaged children, and gifted children

(n = 249)

Statements		\bar{X}	S.D.	Meaning
1.	Take part in collecting information on gifted studentand learning disabled students	2.34	1.39	Low
2.	Provides monetary and material support to help gifted and learning disabled students to study with regular students	3.06	1.09	Moderate
3.	Conducts learning activities that enhance the learning of gifted and learning disabled students	3.64	1.04	High
Total		2.27	0.59	Low

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.9 show that The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of promoting the rights of children, which includes disabled children, disadvantaged children, and gifted children was low, with an average score of 2.27. However, conducting learning activities that enhance the learning of gifted and learning disabled students was at a high level, with the highest mean score of 3.64. The level of participation regarding collecting information on gifted and learning disables students was the lowest out of all aspects, with a mean scoreof 2.34.

Table 4.10 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of taking part in the managements of the school regarding the administration of personnel, budgeting, school general administration, and the reporting of the school achievements

(n = 249)

Statements	\bar{x}	S.D.	Mean
1. Provides suggestions and takes part in pinpointing the scope of the school's academic administration	2.18	0.97	Low
2. Takes part in the school's finance	3.20	1.14	Moderate
3. Gives suggestion to the school regarding personnel and the school's general administration	3.68	1.09	High
Total	3.02	0.63	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.10 show that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of taking part in the managements of the school regarding the administration of personnel, budgeting, school general administration, and the reporting of the school achievements was moderate; with an average of 3.02. However, the level that the school committees gives suggestion to the school about personnel and general administration of the school was high level; it has the highest average at 3.68. The level that the school provides suggestions and participates in pinpointing the scope of the academic administration of the school was low; it has the lowest mean score at 2.18.

Table 4.11 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level involved in educational resource endowment, recruiting outside trainers, application of local wisdom for well-rounded development of students, and nourishes and maintains values of local tradition and culture

(n = 249)

Statements	\bar{X}	S.D.	Meaning
1. Participates in creating measures for both inside and outside resources endowment	3.17	1.09	Moderate
2. Encourages school to use local scholars to teach special courses considered important for students as a member of the community.	3.20	1.07	Moderate
3. Create learning activities that enhance, nourish, and preserve local wisdoms and culture	3.12	1.05	Moderate
Total	3.14	1.01	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.11 showed that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level involved in educational resource endowment, recruiting outside trainers, application of local wisdom for well-rounded development of students, and nourishes and maintains values of local tradition and culture was moderate; it has an average score of 3.14. However, the level at which the school committee encourages school to use local scholars to teach special courses considered important for students as a member of the community was high; with a mean score of 3.20. The level in which the school committees create learning activities that enhances, nourishes, and preserves local wisdoms and culture was low; it has the lowest average of 3.12.

Table 4.12 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level participates in community relations promotion and cooperates with local institutions in promoting school as a hub for local development

(n = 249)

Statements	\bar{X}	S.D.	Meaning
1. Cooperates with local institutions and local administrative offices to develop schools as a hub for local development	2.44	0.94	Low
2. Acts as link between school and community and encourages the locals to use school as a learning hub	2.39	0.96	Low
3. Encourages school to participate in developing the community's quality of life	2.49	0.96	Low
Total	2.41	0.87	Low

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.12 showed that The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level participates in community relations promotion and cooperates with local institutions in promoting school as a hub for local development was low; where the average was at 2.41. However, the level that the school committees encourage school to participate in developing the quality of life of people in the community was high; where the mean score was 2.49. The level in which the school committees act as a link between the school and community and encourages the locals to use school as a learning hub was low; the average was 2.39.

Table 4.13 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level the school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, approve the school's achievement reports that the school will present to the community

(n = 249)

Statements	\bar{x}	S.D.	Meaning
1. Monitors and follow up on the school commitment in practicing the annual plan	2.38	0.96	Low
2. Gives suggestions regarding the correction of annual reports	2.18	0.96	Low
3. Approves the report draft before it is finalized and presented to the public	2.46	1.10	Low
Total	2.34	0.69	Low

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.13 showed that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level the school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, approve the school's achievement reports that the school will present to the community was high; it has the highest mean score at 2.46. The level that the school committee gives suggestion regarding the correction of annual reports was low level; the average was the lowest at 2.18.

Table 4.14 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level that approves of appointing advisors or subcommittees to organize and carry out school affairs according to related regulations

(n = 249)

Statements	\bar{X}	S.D.	Meaning
1. Appoints advisor to the board of school committees	2.57	0.96	Moderate
2. Appoints subcommittee for educational development	2.50	0.76	Low
3. Appoints subcommittee to deal with the school's finance	2.56	1.11	Moderate
Total	2.54	1.02	Moderate

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.14 showed that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level that approves of appointing advisors or subcommittees to organize and carry out school affairs according to related regulations was moderate; the average was 2.54. However, the school committees' level of involvement with regard to appointing advisors was high; this aspect has the highest average at 2.57. The level in which the committees appoints subcommittees for educational development was at low; this aspect has the lowest mean score at 2.50.

Table 4.15 The school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in other miscellaneous assignment

(n = 249)

Statements	\bar{X}	S.D.	Meaning
1. Provides support and suggestions regarding the administration of school affairs as prescribed by the Office of Higher Education	2.46	0.96	Low
2. Encourages schools to perform their tasks according to the standards prescribed by the offices that are more superior than the school committee	1.27	0.76	Lowest
3. Take part and cooperate in school activities that need the school committees' involvement	2.98	1.11	Moderate
Total	2.24	0.51	Low

Note: Highest = 4.21 - 5.00, High = 3.41 - 4.20, Moderate = 2.61 - 3.40, Low = 1.81 - 2.60, and Lowest = 0.00 - 1.80

Table 4.15 showed that the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, level of participation in other miscellaneous assignment was low; the average was 2.24. However, the level that the committees takes part and cooperates in school activities that need the school committees' involvement was high; this aspect has the highest average at 2.98. The level that the school committees encourage schools to perform their tasks according to the standards of educational management as prescribed by more superior offices was low; this aspect has the lowest average at 1.27.

4.4 Analysis of the difference general factors and their effects on the level of involvement of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

4.4.1 Gender

Table 4.16 Difference in the effects of gender on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

(n = 249)

Statements	Male		Female		t	p-value
	\bar{x}	S.D.	\bar{x}	S.D.		
1. School educational policy and plan allocates participation	2.89	0.83	3.30	0.08	3.728	.000*
2. Participates in school annual development plan	3.30	0.65	3.57	0.07	2.416	.016*
3. Participates in curriculum development	2.62	0.62	3.58	0.07	0.401	.689
4. Monitors and follow up on school performances	3.20	0.69	3.19	0.0	0.084	.993
5. Encourages school to provide sufficient and effective education to all the students in the school service area	2.78	0.65	2.75	0.06	0.296	.767
6. Promotes the rights of all children; including disabled and disadvantaged children	2.29	0.60	2.25	0.66	0.430	.668
7. Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements	3.04	0.66	0.99	0.66	0.549	.584

Table 4.16 Difference in the effects of gender on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

	Statements	Male		Female		t	p-value
		\bar{x}	S.D.	\bar{x}	S.D.		
8.	Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture	3.16	1.01	3.10	0.11	0.384	.702
9.	Community relations' promotion, cooperation with local institutions to promote school as a hub for local development	2.45	0.87	2.35	0.09	0.764	.445
10.	Approves the school's achievement reports that the school will present to the community	2.37	0.67	2.77	0.73	1.034	.302
11.	Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations	2.60	1.02	2.43	1.00	1.191	.235
12.	Involves in other miscellaneous assignments	2.26	0.52	2.18	0.50	1.059	.291
Total		2.78	0.30	2.75	0.31	0.879	.380

*The mean difference is significant at the 0.05 level

The general analysis from table 4.16 on the effects of gender on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance, showed that there was no statistically significant difference at the 0.05 level. But in the aspects of school educational policy and plan allocates participation and participates in school annual development plan there were statistically significance difference at the 0.05 level.

4.4.2 Age

Table 4.17 Difference in the effects of age on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
1. School educational policy and plan allocates participation	Between	4.11	2	2.05	3.08	.048*
	Inside Group	163.99	246	0.66		
	Total	168.10	248			
2. Participates in school annual development plan	Between	0.48	2	0.24	0.54	.578
	Inside Group	108.87	246	0.44		
	Total	109.36	248			
3. Participates in curriculum development	Between	0.34	2	0.17	0.41	.659
	Inside Group	101.53	246	0.41		
	Total	101.88	248			
4. Monitors and follow up on school performances	Between	1.07	2	0.53	1.14	.321
	Inside Group	115.35	246	0.46		
	Total	116.42	248			
5. Encourages school to provide sufficient and effective education to all the students in the school service area	Between	0.76	2	.038	0.83	.436
	Inside Group	112.92	246	0.45		
	Total	113.68	248			

Table 4.17 Difference in the effects of age on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

	Statements	Source of variance	SS	df	MS	F	p-value
6.	Promotes the rights of all children; including disabled and disadvantaged children	Between	2.002	2	1.00	2.83	.060
		Inside Group	86.76	246	0.35		
		Total	88.76	248			
7.	Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements	Between	0.219	2	.0311	0.27	.762
		Inside Group	99.02	246	0.40		
		Total	99.24	248			
8.	Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture	Between	0.17	2	.008	0.27	.762
		Inside Group	257.48	246	1.04		
		Total	257.65	248			
9.	Community relations' promotion, cooperation with local institutions to promote school as a hub for local development	Between	2.27	2	1.13	1.50	.223
		Inside Group	185.56	246	0.75		
		Total	187.84	248			
10.	Approves the school's achievement reports that the school will present to the community	Between	1.84	2	0.92	1.92	.149
		Inside Group	118.22	246	0.48		
		Total	120.07	248			

Table 4.17 Difference in the effects of age on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
11. Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations	Between	0.68	2	0.34	0.532	.723
	Inside Group	257.67	246	1.04		
	Total	258.35	248			
12. Involves in other miscellaneous assignments	Between	0.80	2	0.40	1.49	.226
	Inside Group	66.07	246	0.26		
	Total	66.87	248			
Total	Between	0.13	2	0.06	0.69	.498
	Inside Group	23.55	246	0.09		
	Total	23.69	248			

*The mean difference is significant at the 0.05 level

Table 4.17 showed that in general there was no statistically significant difference at the 0.05 level; meaning age affects the school committees' role and performance. But there was a statistically significant difference in the aspect where the school committees participate in school educational policy and plan allocates participation.

Table 4.18 Comparison test showing the differences between age groups in the aspect of school educational policy and plan allocates participation

Age	\bar{X}	Less than 35 years old	34-45 years old	More than 45 years old
Less than 35 years old	2.85			*
35 - 45 years old	2.99			
More than 45 years old	3.23	*		

*The mean difference is significant at the 0.05 level

Since there was a statistically significant difference at the 0.05 level for age in the aspect of school educational policy and plan allocates participation, the data was further analyzed to see which age group was more involved. From table 4.18, there were a statistically significant difference at the 0.05 level between the pair of more than 45 years old and less than 35 years. In other words, school committees in the age range of more than 45 years old is reported as more involved than the group that is less than 35 years old.

4.4.3 Education level

Table 4.19 Difference in the effects of education level on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

(n = 249)

Statements		Source of variance	SS	df	MS	F	p-value
1.	School educational policy and plan allocates participation	Between	12.95	2	6.47	10.26	.000*
		Inside Group	155.15	246	0.63		
		Total	168.10	248			
2.	Participates in school annual development plan.	Between	1.14	2	0.57	1.30	.273
		Inside Group	108.21	246	0.44		
		Total	109.36	248			
3.	Participates in curriculum development.	Between	1.09	2	0.54	1.33	.265
		Inside Group	100.78	246	0.41		
		Total	101.88	248			
4.	Monitors and follow up on school performances.	Between	0.33	2	0.16	.35	.704
		Inside Group	116.09	246	0.47		
		Total	116.42	248			
5.	Encourages school to provide sufficient and effective education to all the students in the school service area.	Between	0.18	2	0.09	0.19	.821
		Inside Group	135.50	246	0.46		
		Total	113.68	248			

Table 4.19 Difference in the effects of education level on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

	Statements	Source of variance	SS	df	MS	F	p-value
6.	Promotes the rights of all children; including disabled and disadvantaged children.	Between	0.71	2	0.35	0.99	.371
		Inside Group	88.05	246	0.35		
		Total	88.76	248			
7.	Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements.	Between	0.68	2	.034	0.85	.428
		Inside Group	98.59	246	0.40		
		Total	99.24	248			
8.	Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture.	Between	0.11	2	.005	0.05	.947
		Inside Group	257.53	246	1.04		
		Total	257.65	248			
9.	Community relations' promotion, cooperation with local institutions to promote school as a hub for local development.	Between	0.27	2	1.13	0.17	.838
		Inside Group	185.56	246	0.75		
		Total	187.84	248			
10.	Approves the school's achievement reports that the school will present to the community.	Between	1.19	2	0.59	1.23	.302
		Inside Group	118.87	246	0.48		
		Total	120.07	248			

Table 4.19 Difference in the effects of education level on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
11. Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations.	Between	1.70	2	0.85	0.81	.443
	Inside Group	256.65	246	1.04		
	Total	258.35	248			
12. Involves in other miscellaneous assignments.	Between	0.70	2	0.35	1.30	.272
	Inside Group	66.17	246	0.26		
	Total	66.87	248			
Total	Between	0.11	2	0.05	1.61	.514
	Inside Group	23.57	246	0.09		
	Total	23.69	248			

*The mean difference is significant at the 0.05 level

Table 4.19 illustrates the effects of education level on the committees' role and performance. In general, there was a statistically significant difference at the 0.05 level. This means that education level has an impact on the school committees' role and performance. But in the criteria where school committees participate in school educational policy and plan allocates participation.

Table 4.20 Comparison test showing the differences between education level for the aspect of school educational policy and plan allocates participation

Education level	\bar{X}	Lower than bachelor's degree	Bachelor's degree	Higher than bachelor's degree
Lower than bachelor's degree	3.05		*	*
Bachelor's degree	3.72	*		
Higher than bachelor's degree	3.38	*		

*The mean difference is significant at the 0.05 level

Since there was a statistically significant difference at the 0.05 level for education level in the aspect of school educational policy and plan allocates participation, the data was further analyzed to see which education level was more involved. From table 4.20, there was a statistically significant difference at the 0.05 level for the group that held a bachelor's degree. This means that school committee members who held a bachelor's degree was most involved in this aspect.

4.4.4 Types of representative

Table 4.21 Difference in the effects of types of representative on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

(n = 249)

Statements		Source of variance	SS	df	MS	F	p-value
1.	School educational policy and plan allocates participation	Between	6.16	7	0.88	1.31	.246
		Inside Group	161.94	241	0.67		
		Total	168.10	248			
2.	Participates in school annual development plan	Between	3.88	7	0.57	1.23	.282
		Inside Group	105.56	241	0.43		
		Total	109.36	248			
3.	Participates in curriculum development	Between	7.37	7	1.05	2.68	.051
		Inside Group	94.50	246	0.41		
		Total	101.88	248			
4.	Monitors and follow up on school performances	Between	0.33	7	0.16	.35	.704
		Inside Group	116.09	241	0.39		
		Total	116.42	248			
5.	Encourages school to provide sufficient and effective education to all the students in the school service area	Between	5.03	7	0.71	1.59	1.38
		Inside Group	108.65	241	0.45		
		Total	113.68	248			

Table 4.21 Difference in the effects of types of representative on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
6. Promotes the rights of all children; including disabled and disadvantaged children	Between	3.05	7	0.43	1.22	.288
	Inside Group	85.70	241	0.35		
	Total	88.76	248			
7. Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements	Between	2.59	2	.037	0.92	.487
	Inside Group	96.64	241	0.40		
	Total	99.24	248			
8. Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture	Between	1.33	7	0.19	0.18	.989
	Inside Group	256.31	241	0.06		
	Total	257.65	248			
9. Community relations' promotion, cooperation with local institutions to promote school as a hub for local development	Between	8.89	7	1.27	1.71	.107
	Inside Group	178.94	241	0.74		
	Total	187.84	248			
10. Approves the school's achievement reports that the school will present to the community	Between	2.57	7	0.36	0.75	.627
	Inside Group	117.50	241	0.48		
	Total	120.07	248			

Table 4.21 Difference in the effects of types of representative on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
11. Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations	Between	10.62	7	1.51	1.47	.176
	Inside Group	247.72	241	1.02		
	Total	258.35	248			
12. Involves in other miscellaneous assignments	Between	0.94	7	0.13	1.49	.837
	Inside Group	65.92	241	0.27		
	Total	66.87	248			
total	Between	0.30	7	0.04	0.45	.870
	Inside Group	23.38	241	0.09		
	Total	23.69	248			

*The mean difference is significant at the 0.05 level

Table 4.21 illustrated that there was no statistically significant difference at the 0.05 level between the types of representative on the school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance.

4.4.5 School size

Table 4.22 Difference in the effects of school size on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
1. School educational policy and plan allocates participation.	Between	13.33	2	6.66	10.59	000*
	Inside Group	145.77	246	0.62		
	Total	168.10	248			
2. Participates in school annual development plan.	Between	1.55	2	0.77	1.77	.171
	Inside Group	107.80	246	0.43		
	Total	109.36	248			
3. Participates in curriculum development.	Between	.259	2	0.13	0.31	.731
	Inside Group	101.62	246	0.41		
	Total	101.88	248			
4. Monitors and follow up on school performances	Between	1.65	2	0.82	1.77	.172
	Inside Group	114.7	246	0.46		
	Total	116.42	248			
5. Encourages school to provide sufficient and effective education to all the students in the school service area	Between	0.14	2	0.07	0.16	.851
	Inside Group	113.53	246	0.46		
	Total	113.68	248			

Table 4.22 Difference in the effects of school size on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements		Source of variance	SS	df	MS	F	p-value
6.	Promotes the rights of all children; including disabled and disadvantaged children	Between	0.79	2	0.39	1.11	.330
		Inside Group	87.97	246	0.35		
		Total	88.76	248			
7.	Takes part in the management of the school regarding personnel, finance, school's general affairs, and reports of the school achievements	Between	.112	2	0.06	0.15	.459
		Inside Group	99.12	246	0.40		
		Total	99.24	248			
8.	Educational resource endowment, recruiting outside trainers, application of local wisdom for the student's well-rounded development, nourishes and preserves values of local tradition and culture	Between	1.46	72	0.73	0.70	.496
		Inside Group	256.18	246	1.04		
		Total	257.65	248			
9.	Community relations' promotion, cooperation with local institutions to promote school as a hub for local development	Between	2.69	2	1.34	1.78	.169
		Inside Group	185.14	246	0.75		
		Total	187.84	248			
10.	Approves the school's achievement reports that the school will present to the community	Between	0.80	2	0.40	0.82	.440
		Inside Group	119.27	246	0.48		
		Total	120.07	248			

Table 4.22 Difference in the effects of school size on the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance (cont.)

(n = 249)

Statements	Source of variance	SS	df	MS	F	p-value
11. Appoints advisors or subcommittees to organize and carry out the school affairs according to related regulations.	Between	1.38	2	0.69	0.66	.516
	Inside Group	256.96	246	1.04		
	Total	258.35	248			
12. Involves in other miscellaneous assignments	Between	2.70	2	1.05	3.99	.020*
	Inside Group	67.17	241	0.26		
	Total	69.87	248			
Total	Between	0.227	2	0.11	1.19	.306
	Inside Group	23.66	246	0.09		
	Total	23.69	248			

*The mean difference is significant at the 0.05 level

Table 4.22 illustrated the effects of school size on the school committees' role and performance. In general, there was a statistically significant difference at the 0.05 level; this means that school size affects the school committees' role and performance. But in the aspect where school committees' participate in school educational policy and plan allocates participation was statistically significant difference at the 0.05 level.

Table 4.23 Comparison test showing the differences between school size for the aspect of school educational policy and plan allocates participation

School size	\bar{X}	Small school	Medium school	Large school
Small school	2.82			*
Medium school	2.95			*
Large school	3.45	*	*	

*The mean difference is significant at the 0.05 level

Since there was a statistically significant difference at the 0.05 level for school size in the aspect of school educational policy and plan allocates participation, the data was further analyzed to see which school size was more involved. From table 4.23, large schools were the most involved, followed by medium-sized schools, then small schools.

4.4 Summary of hypotheses testing

The research hypotheses were summarized as followed:

Table 4.24 Summary of the research findings

Hypotheses	Results
1. There was a statistically significant difference in basic education commission's role and performance of school committees based on gender.	Rejected
2. There was a statistically significant difference in basic education commission's role and performance of school committees based on age.	Rejected
3. There was a statistically significant difference in basic education commission's role and performance of school committees based on education level.	Rejected
4. There was a statistically significant difference in basic education commission's role and performance of school committees based on types of representative.	Rejected
5. There was a statistically significant difference in basic education commission's role and performance of school committees based on school size.	Rejected

CHAPTER V

DISCUSSION

This chapter describes the research results of basic education commission's role and performance of school committees, in Nakornphanom Province under the Secondary Educational Service Area Office 22, based on general factors (gender, age, education level, type of representative and school size), the findings were discussed under the following sequence:

5.1 General information of respondents

5.2 Perception of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance.

5.3 Level of basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22

5.4 Analysis of the difference general factors and their effects on the level of involvement of school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance.

5.5 Summary of the hypotheses testing

5.1 General information of respondents

From the research findings general information on basic education commission's role and performance of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22. The sample comprised more of male with 68.30 % and 31.70 female respondents. For the age variable, most of the respondents at 58.60 % were in the age of 35 - 45 years old, more than 45 years old at 23.30 %, and Less than 35 years old at 18.10%. For education level, most of the respondents at 55.80 % lower than bachelor's degree, bachelor's degree at 28.50 %, and higher than bachelor's degree at 15.70 %. For type of representative, the majority is the local scholar representative at 43.00 %, representative of local monasteries at 11.20 %, teacher representative, school administrator, local institution representative, alumni representative and parent representative are same level at 7.60 %. For school size, the majority is medium school at 49.40, Small school at 29.30 and large school at 21.30 %.

5.2 Perception of school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance

The findings revealed that the school committees' perception rated as moderate with an average score of 0.66. However, the committees' purpose is to help the school to effectively manage its own software and hardware archives was rated as high with the highest mean score of 0.08. On the other hand, the level for the aim of academic administration is to bring about independent and faster academic administration was rated as low with an average of 0.55, which is the lowest average. The research result is similar to Terrier, B. (2012) who studied about Texas school superintendent and school committees member perceptions of the importance of the Texas state certification competencies. The study was designed to investigate school superintendent and school committee member perceptions of the importance of the Texas State Board of Educator Certification, which required the superintendent to be a successful leader of a Texas public school system. Data were collected from 57 superintendents and 43 school committee members. Findings were that there were few

significant differences between superintendent and school committees member perceptions of the competencies required to be a successful leader of a Texas public school system. Superintendents and school committee members agreed on which competencies were most and least important to educational leadership in Texas. The findings suggested that superintendent and school committees member training programs provided appropriate training for these leaders to understand and come to agreement on what is important for the district leader.

5.3 The school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, level of involvement in their role and performance

Overall findings of the school committees' role and performance were rated as moderate. However, the level of the committees' participation in school annual development plan was high; it has the highest average. The level that the committee was involved in other miscellaneous assignments was low; it has the lowest average of 2.24.

The level that the school committees participated in school educational policy and plan allocation was moderate. However, expressing opinions on school charters construction was rated as high; with the highest mean score. The level of expressing opinions on conducting school annual development plans was low; it has the lowest mean score.

The school committees' level of participation in school annual development plan was high. However, expressing opinions on monitoring taking control and assessing the implementation of the school annual development plan was high. The level in which the school committees expressed their opinions on conducting school annual development plan was low.

The school committees' level of participation in the curriculum development was moderate. However, expressing opinions on the need to develop the local curriculum was rated as high. The level that the school committees gave suggestions regarding the development of the local curriculum was low.

The level that the committees participate in monitoring and following up was moderate. However, periodically follow up and monitoring the school performance was rated as high. The level that the committee provided suggestions to the school on dealing with existing problems was low.

The level of encouragement that the school committees gave to the school on providing sufficient and effective education to all the students in the school service area was moderate. However, taking part in the allocation of the school service area was rated as high. The level that the school committees engage in collecting the students' data was low.

The school committees' participation in promoting the rights of children (including disabled children, disadvantaged children, and gifted children) so that they can develop to their full capabilities was low. However, conducting learning activities that enhance the learning of gifted and learning disabled students was rated as high. The level in which the committees took part in collecting information about gifted and learning disabled students was low.

The level in which the committee took part in the management of the school regarding the personnel, finance, school general administration, and reporting the school achievement was moderate. However, when it came to suggesting the school regarding personnel and general administration, it was rated as high. The level in which the school committees provided suggestions and took part in pinpointing the scope of the academic administration of the school was low; it has the lowest mean score of 2.18.

The committees' level of educational resource endowment, recruiting outside trainers, application of local wisdom for well-rounded development of students, and nourishing and preserving values was moderate. However, encouraging school to use local scholars to teach special courses considered important

for students as a member of the community was high. The level that the committees participate in creating learning activities that enhances, nourishes, and preserves local wisdoms and culture was low.

The level that the school committees participated in community relation promotion and cooperation with local institutions in promoting school as a hub for local development was low; it has an average of 2.41. However, in the area where the committees encouraged school to participate in developing the quality of life of people in the community was high; this aspect has the highest mean, 2.49. The level in which the committees act as a bridge between school and community and encourage the local to use school as a learning hub was low; it has the lowest average, 2.39.

The level that the committees were involved in approving the school's achievement reports that the school has to present to the community was low. However, with regards to approving the report draft before it was finalized and presented to the public was high. The level that the committees suggested making correction to the annual reports was low.

The level that the committee approved of appointing advisors or subcommittees to organize and carry out the school affairs in according to related regulations was moderate. However, appointing advisor to the school committees was high. The level that subcommittees were appointed was low.

The level that the committees are involved in other miscellaneous assignments was low. However, in the aspect where the committee took part in and cooperated with school to improve activities was rated as high. The level that the committee encouraged schools to perform their tasks in response to the standard of educational management that is prescribed by the higher ups.

From the research on school committees, the findings are as followed: the committees does not fully understand their role, the school committees does not have time, the school committees does not feel confident in expressing their opinions, there is not coordination between the school committees and school, and insufficient budget. Recommendations to solve these problems are: the Nakornphanom Province under the Secondary Educational Service Area Office 22 should provide training for the school

committees members so that they would understand their role and only individuals who are qualified for the job should be appointed as a school committee member.

The school committees still lack knowledge and understanding of their role. And they still lack school management skills. Therefore, it is recommended that the school committees are trained so that they would fully understand their role and they can use the skills they learnt. And the committees should also be trained so that they understand their role. The training should encourage both public and private organization to participate in school management. And since decentralization have not been fully achieved yet, it is important that power is distributed so that the committee can participate in managing personnel and finance.

5.4 Analysis of basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22

This part of the study talked about the comparison of the school committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance based on general factors (gender, age, education level, type of representative and school size).

5.4.1 Gender

For gender, there were no statistically significant difference between male and female. Possible reason for this result was that the school committee support education management. This finding was supported by the study done by Phavong (2012). Phavong (2012) found that gender did not affect school committees' role and performance. This result was also supported by Pounsiri (2002).

5.4.2 Age

The study revealed that the hypothesis where age affects the committees' role and performance was statistically significant difference was rejected. School committees in age range of more than 45 years old were more involved in the committees' role and performance than the group that were younger than 35 years old. This finding was supported the study conducted by Phavong (2012). He found that age did not affect the school committees' role and performance. Then school educational policy and plan allocating participation statistic significant difference and was test the difference by Sheffe's test was found at the school educational policy and plan allocating participation by age between less than 35 years old and more than 45 years old was statistically significant difference level at 0.5, and the age at more than 45 years old have the role and performance higher than less than 35 years old.

5.4.3 Education level

Education level has no statistically significant difference at the 0.05 level on the committees' role and performance. This means that education level affects the school committees' role and performance. The school committees' members who held at least a bachelor degree (from both the bachelor's degree level and above bachelor's degree level) were more involved in the committees' role and performance. Chumvaratayee's (2004) study supports this result; where the members', in the schools under the Office of Nakhonsithammarat Educational Service Area 4, education level did not influence the committees' role and performance. This means that in the study by Chumvaratayee (2004) at all education level, the education level did not influence the committees' role and performance.

5.4.4 Type of representative

The types of representative did not affect the school committees', in Nakhonphanom Province under the Secondary Educational Service Area Office 22, role and performance; there was no statistically significant difference between types of representative and school committees' role and performance. This finding was contradicted by the study Phavong (2012) and Pounsiri (2002) conducted. They found that the types of representatives did not affect school committees' role and performance.

5.4.5 School size

There was no statistically significant difference between school size and the committees' role and performance. In other words, the school size influences the school committees' role and performance. Committees in large schools had a higher level of involvement in their role and performance. This result contradicted with the study by Hinnugul (2001), which studied the participation of school committees supervising in Narathiwat Province. The result of Hinnugul (2001) was that school size affects the committees' overall participation at the .05 level; large schools had a higher participation rate than medium-sized schools and small schools.

5.5 Summary of the hypotheses testing

The summary of the research hypotheses results are as followed:

1. There was a statistically significant difference on the school committees' role and performance with regard to gender was rejected.
2. There was a statistically significant difference on the school committees' role and performance with regard to age was rejected.
3. There was a statistically significant difference on the school committees' role and performance with regard to education level was rejected.
4. There was a statistically significant difference on the school committees' role and performance with regard to types of representative was rejected.
5. There was a statistically significant difference on the school committees' role and performance with regard to school size was rejected.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The purposes of this study were to study the school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, role and performance, to study the school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, perceptions on their role and performance, and the effects of general factors on the school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, role and performance.

The findings of this study would be useful for school committees to develop and improve their role and performance. It will also benefit the students and schools as well.

The study focused on school committees' members and the effects of the members' general factors (gender, age, education level, type of representative, and school size) on the school committees' role and performance.

This research surveyed 663 school committee members from 51 secondary schools, in Nakhonphanom Province under the Secondary Educational Service Area Office 22. The sample was calculated using Taro Yamane's formula. Therefore the sample included 249 committee members, from Nakhonphanom Province under the Secondary Educational Service Area Office 22. As a result, 3 sections of questionnaires analyzed. Descriptive statistics (percentage, frequency, mean, and standard deviation) were used to describe the personal characteristic of the sample.

The findings showed that according to the gender variable most of the male school committees, in Nakornpathom Province under the Secondary Educational Service Area Office 22, were more involved in their role. For the age variable, the most involved respondents were in 35 – 45 years old range; followed by the over 45 years old range, then less than 35 years old. Based on education level, in order of most to least involved, were respondents with lower than bachelor's degree (most involved), bachelor's degree, and higher than bachelor's degree (least involved). For involvement based on types of representative, the highest were local scholar representative, followed by representative of local monasteries, and teacher representative, school administrator, were local institution representative, alumni representative, and parent representative respondents were involved at the same level. For involvement based on school size, the highest involvement were medium-sized schools, followed by small schools, and lastly large schools.

The findings of the study responded to the research objective as follows:

6.1.1 School committees in Nakhonphanom Province under the Secondary Educational Service Area Office 22, perception of their overall role and performance was in the moderate range. The aim of the general affair administration is to help the school effectively manage its own software and hardware archives were at the highest level. The committees were rated in the low range in the aspect of bringing about school independence. With regard to participating in the school annual development plan, the committee was in the highest range. While, involvement in other miscellaneous assignments was low.

6.1.2 The school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, level of involvement in their role and performance. The committees' level of involvement in their role and performance was moderate. However, participation in school annual development plan was rated as high; it has the highest average. On the other hand, the school committees' level of involvement in other miscellaneous assignments was low.

6.1.3 The factors that affect the school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, role and performance. The results showed that the school committees' gender and types of representative were not statistically significantly different. On the other hand, age, education level, and school size have statistically significant difference was rejected. The school committees perceived that schools should cooperate with individuals, families, communities, community organization, local administration organization, private organizations, professional bodies, religious institutions, enterprises, and others social organization that would help strengthen the communities by encouraging learning in the community. Thus communities will be capable of providing education and training; source of knowledge, data, and information; be able to benefit from local wisdom and other sources of knowledge for community development; and identified ways to promote and exchanges development experiences across communities.

6.1.4 Summary of the hypothesis testing of the school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22, role and performance. The hypothesis, which stated that there were statistically significant difference in the school committees' role and performance based on gender and types of representative were rejected. But the hypotheses on age, education level, and school size were accepted.

6.2 Recommendations

6.2.1 Recommendations from research

The general recommendation, from the research findings, was that the school committees' role and performance overall were in the moderate range.

6.2.1.1 The results found that training should be arranged for school committees. The training should be about how to promote the rights of children; including disabled children, disadvantaged children, and gifted children. This will also benefit the school.

6.2.1.2 Since the results were that community relations promotion and cooperation with local institutions to promote school as a hub for local development were rated as low; therefore it is recommended that the school should organize training courses, discussions, and seminars for the school committee regarding ways to improve the relationship between the school and local community.

6.2.1.3 The study found that school committee's level of involvement in approving the school's achievement report was low; therefore committee members should attend seminars regarding this aspect of their role and performance.

6.2.2 Recommendations for future study

Listed below are recommendations for future studies. Future research should:

6.2.2.1 Study ideal school committees' role and performance.

6.2.2.2 Study the school committees' role and performance in other educational service areas.

6.2.2.3 Study the perception of school committees' role and performance.

6.2.2.4 Study effective methods that school committees used to accomplish their task.

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APPENDICES

APPENDIX A

CONTENT VALIDITY

OF THE QUESTIONNAIRE

Check the content validity of the questionnaire through the review from the thesis advisors and 3 experts as follows:

1. Mr. Preecha Jathinai who was a school director Nathonpatthana School.
2. Mr. Thanachat Shangjan who was a teacher in Nathonpatthana School.
3. Mr. Umporn Chaiyamart who was a teacher in Nathonpatthana School.

RESEARCH QUESTIONNAIRE

A STUDY OF BASIC EDUCATION COMMISSION'S ROLE AND PERFORMANCE OF SCHOOL COMMITTEES IN NAKORNPHANOM PROVINCE UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 22

Section 1: the informant's information

Instruction: Put the check (☐) on the item that represents your information

1. Gender

☐ Male ☐ Female

2. Ageyears (over 6 months be converted to 1 year)

3. Levels of education

☐ Lower than bachelor's degree

☐ Bachelor's degree

☐ Higher than bachelor's degree

4. Type of representative

☐ Teacher representative ☐ Local administration representative

☐ Local scholar representative ☐ School administrator

☐ Representative of local monasteries ☐ Local institution representative

☐ Alumni representative ☐ Parent representative

5. School size

☐ Small school (less than 500 students)

☐ Medium school (between 500 and 1,499 students)

☐ Large schools (1,500 students and above)

Section 2: Perception on basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22.

Instruction: Put the check mark (✓) in the boxes on the right that best represent your opinion on each statement.

No.	Statements	Yes	No
1	Academic administration is carried out according to decentralization; school creates its own curriculum based on the centrally designed core curriculum issued by the Ministry of Education		
2	The aim of academic administration is to bring about independence and faster academic administration		
3	The aim of academic administration is to bring about efficient and sufficient budgeting management		
4	The aim of academic administration is to create independence, transparency, and measurable budgeting management		
5	The aim of budgeting is to bring about independent, faster processing, transparency, and measurable budgeting management		
6	The aim of budget management is to provide budgeting support for the school curriculum and learning development		
7	Personnel management is based on good governance and it conformed to the laws, management moves faster, and management moves independently		
8	The personnel administer is to bring about courteous and fast personnel management that is responsive to the good governance		
9	Personnel management is set to provide encouragement, support, and cooperation to the general management of school affairs		

No.	Statements	Yes	No
10	The school's general management is conducted in order to gear other school tasks to the set goals and standards		
11	The aim of the general administration is to publicize the school achievements and the achieved rewards to the community		
12	The aim of the general administration is to help the school to effectively manage its own software and hardware archives		

Section 3: Role and performance on basic education commission's role and performance of school committees in Nakornphanom Province under the Secondary Educational Service Area Office 22.

Instructions: Please provide your valid and reliable assessment on job performance of the school committees by placing the check mark (✓) on the box that best represents your evaluative judgement.

No.	Role and performance of the school committees	Levels of performance				
		Lowest	Low	Moderate	High	Highest
1	Expresses opinions regarding educational policy allocation					
2	Expresses opinions regarding school charters construction					
3	Expresses opinions regarding conductions school annual development plans					
4	Expresses opinions regarding the school annual working calendar					
5	Expresses opinions regarding monitoring, taking control, and assessing the application of the school annual developing plan					
6	Expresses opinions regarding finance, hardware, and material archive management					
7	Expresses opinions on the needs to develop the local curriculum					
8	Share their perspectives about the local curriculum development					
9	Gives suggestions regarding the development of the local curriculum					
10	Periodically follow up and monitor school performances					
11	Participates in the school problem solving and encourages the school to perform its tasks effectively					

No.	Role and performances of the school committees	Levels of performance				
		Lowest	Low	Moderate	High	Highest
12	Provide suggestions to the school regarding dealing with existing problems					
13	Is a part of allocating the school service area					
14	Engages in collecting student data					
15	Take part in advising and making the parent aware of the importance of education					
16	Take part in collecting information on gifted student and learning disabled students					
17	Provides monetary and material support to help gifted and learning disabled students to study with regular students					
18	Conducts learning activities that enhance the learning of gifted and learning disabled students					
19	Provides suggestions and takes part in pinpointing the scope of the school's academic administration					
20	Takes part in the school's finance					
21	Gives suggestion to the school regarding personnel and the school's general administration					
22	Participates in creating measures for both inside and outside resources endowment					
23	Encourages school to use local scholars to teach special courses considered important for students as a member of the community					

No.	Role and performances of the school committees	Levels of performance				
		Lowest	Low	Moderate	High	Highest
24	Create learning activities that enhance, nourish, and preserve local wisdoms and culture					
25	Cooperates with local institutions and local administrative offices to develop schools as a hub for local development					
26	Acts as link between school and community and encourages the locals to use school as a learning hub					
27	Encourages school to participate in developing the community's quality of life					
28	Monitors and follow up on the school commitment in practicing the annual plan					
29	Gives suggestions regarding the correction of annual reports					
30	Approves the report draft before it is finalized and presented to the public					
31	Appoints advisor to the board of school committees					
32	Appoints subcommittee for educational development					
33	Appoints subcommittee to deal with the school's finance					
34	Provides support and suggestions regarding the administration of school affairs as prescribed by the Office of Higher Education					
35	Encourages schools to perform their tasks according to the standards prescribed by the offices that are more superior than the school board					
36	Take part and cooperate in school activities that need the board's involvement					

APPENDIX B

IRB



COA.No.2012/117.2703

Documentary Proof of The Committee for Research Ethics (Social Sciences)

Title of Project:	Basic Education Commission's Role and Performance in Nakhonphanom Province Under The Secondary Education Service Office Area 22 (Thesis of Master Degree)
Principal Investigator:	Mr.Phusana Kuekkon
Name of Institution:	Faculty of Social Sciences and Humanities, Mahidol University
Approval includes:	1) MU-SSIRB Submission form version received date 22 March 2012 2) Participant information sheet version date 3 February 2012 3) Informed Consent form version date 3 February 2012 4) Questionnaire: Thai version received date 3 February 2012 5) Questionnaire: English version received date 3 February 2012

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval:	27 March 2012
Date of Expiration:	26 March 2013

Signature of Chairman: _____

(Emeritus Professor Santhai Samrit)

Signature of Head of the Institute: _____

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