

**THE EFFECTIVENESS OF THE PRIVATE SCHOOL UNDER OFFICE OF
THE PRIVATE EDUCATION COMMISSION ACCORDING TO
THE NATIONAL EDUCATIONAL REFORM POLICY**

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entitled

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THE EFFECTIVENESS OF THE PRIVATE SCHOOL UNDER OFFICE OF THE PRIVATE EDUCATION COMMISSION ACCORDING TO THE NATIONAL EDUCATIONAL REFORM POLICY

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ABSTRACT

The purpose of this research was to study the effectiveness of private schools under Office of the Private Education Commission according to the national educational reform policy and independent variables affecting the private schools effectiveness. The sample group which was the representative of the 104 private schools in Bangkok. Statistical analysis was completed using percentage, mean, standard deviation and the method of multiple regression analysis.

The results showed that most or 73.1% of private schools under Private Education Commission possesses high effectiveness in the overall picture. The findings indicated that the behavior of school personnel, the school administration and the school culture influenced effectiveness at the level of significance $<.01$ while the utilization of national educational reform policy showed no effect on school effectiveness and this was not in accordance with the original hypotheses.. The research showed that the behavior of school personnel had the greatest impact on effectiveness, followed by the school administration and then the school culture. All of four independent variables could explain the effectiveness of private schools at 46.7 %

The findings suggest that the government sector such as the Ministry of Education & the Office of Private Education Commission should be able to see the advantages and the limitation of significant information to determine the educational direction of area development and there should be more research of the same nature for other school types as well as state schools in order to obtain a more complete picture.

KEY WORDS: THE EFFECTIVENESS/ PRIVATE SCHOOL/ EDUCATIONAL REFORM POLICY

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ประสิทธิผลของโรงเรียนเอกชน สังกัดสำนักบริหารงานคณะกรรมการส่งเสริมการศึกษา
เอกชนตามแนวทางปฏิรูปการศึกษา (THE EFFECTIVENESS OF THE PRIVATE
SCHOOL UNDER OFFICE OF THE PRIVATE EDUCATION COMMISSION
ACCORDING TO THE NATIONAL EDUCATIONAL REFORM POLICY)

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของโรงเรียนเอกชน สังกัด
สำนักบริหารงานคณะกรรมการส่งเสริมการศึกษาเอกชนตามแนวทางปฏิรูปการศึกษาและตัวแปร
ที่มีอิทธิพลต่อประสิทธิผลของโรงเรียนเอกชน กลุ่มตัวอย่างเป็นโรงเรียนเอกชนใน
กรุงเทพมหานครจำนวน 104 โรงเรียน วิเคราะห์ข้อมูลโดยใช้สถิติค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบน
มาตรฐานและการวิเคราะห์สถิติถดถอยพหุคูณ

ผลการวิจัยพบว่า ประสิทธิภาพของโรงเรียนภาพรวมอยู่ในระดับสูง (ร้อยละ 73.1)
ปัจจัยด้านพฤติกรรมของบุคลากรของโรงเรียน การบริหารโรงเรียนและการมีวัฒนธรรมของ
โรงเรียนมีอิทธิพลต่อประสิทธิผลของโรงเรียนอย่างมีนัยสำคัญทางสถิติที่ค่า $<.01$ สำหรับปัจจัย
ด้านการใช้นโยบายเกี่ยวกับการปฏิรูปการศึกษาของโรงเรียน พบว่า ไม่มีอิทธิพลต่อประสิทธิผล
ของโรงเรียนซึ่งไม่เป็นไปตามสมมติฐานที่ตั้งไว้ เมื่อเปรียบเทียบลำดับความสำคัญของตัวแปร
อิสระที่มีผลต่อประสิทธิผลของโรงเรียนพบว่า พฤติกรรมของบุคลากรในโรงเรียนมีอิทธิพลมาก
ที่สุด รองลงมาคือการบริหารโรงเรียนและการมีวัฒนธรรมของโรงเรียน โดยปัจจัยทั้ง 4 ร่วมกัน
อธิบายประสิทธิผลของโรงเรียนได้ร้อยละ 46.7

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หน้าที่หลักในการออกกฎหมาย ควรกำหนดนโยบายการปฏิรูปการศึกษาให้สอดคล้องกันระหว่าง
แนวนโยบายเดิมกับแนวนโยบายใหม่ รวมถึงสำนักบริหารงานคณะกรรมการส่งเสริมการศึกษา
เอกชนควรนำผลการวิจัยไปกำหนดทิศทางการศึกษาในอนาคต สำหรับข้อเสนอแนะในการวิจัย
ต่อไปควรมีการศึกษาในลักษณะเดียวกันนี้ในโรงเรียนประเภทต่างๆ เพื่อจะได้นำข้อมูลมาวางแผน
ร่วมกันกำหนดนโยบายทางการศึกษาที่เหมาะสมของประเทศต่อไป

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CHAPTER 1

INTRODUCTION

1.1 Background and the significance of problems

The social and economic areas tend to change rapidly during the new global era because of the developmental effect that each country is leading toward the competitiveness in technology and innovation. Hence, the country development, in order to be in trend with the world of information technology, is paralleled with the declining of the world economy which shows that there are many factors effecting the population structure. The economical changes are correlated with the population changes since these changes have such a strong impact with various economic and social conditions i.e. the impact on human resource, environment, labour force, human welfare etc. On the other hand, the economy and social changes will consequently make the change in the population since the population structure is not obviously based on the equal level. As social and economic growth only occurs within the certain regions, it effects the requirement of the future labour force as well the future population as a whole. The concerned issue that we must focus on today is the changes in population structure of human resource development area and the population quality development especially in the area of educational process.

Human resource development becomes very important and strongly essential in developing a country. This is because human is pride as an important resource and the most valuable factor for the national social growth. The economic crisis that Thailand is now facing does not result from only economic or political or social problem but it can be profoundly seen that it is more of a knowledgeable educational problem. This knowledgeable education topic reflects in the form of management in many areas of economic, politic, social and others. Hence, learning creates knowledgeable education since it is a process of creating additional knowledge for people (Warangkana Phonprasert, 2003: 3).

Education is, therefore, one of the important tools that can lead to human resource development. Unfortunately, part of our education system in the past did not include the process of thinking or integration in problem solving. This is owing to the presumption that the government arranged lesser funds for educational administration, yet, it's not all true. If we look at the educational budget for 2002 we can see that 4.1 % of GNP was for education and it is the highest percentage when compared to other countries in the South East Asia. However, our educational effectiveness is lower than other countries of the same range of budget. In another word, Thailand spends more money for the overall educational system (Warangkana Phonprasert, 2003: 3). The non-balancing of educational investment and its effectiveness causes by the improper educational method as it results from the old fashion form of the educational issues which include the productive issue, the educational quality and efficiency issue especially when being compared to other developing countries of the same or similar budget.

The unbalanced situation between the educational investment and its effectiveness leads to various solutions which one of them is the educational reform. The reform refers to the opportunity provided to learners to utilize maximum self-abilities and to process self-thinking to practically apply in real lives. Prawes Wasee (1998: 61-65) defines "Educational Reform" as the law to adjust the structure of Thai educational process with 5 objectives of (1)it is for all Thai and it must be flexible to allow adjustment if required (2)it invites everyone to be part of the educational administration (3)it must improve the learning process to be simple and easy to develop the full capacity of human mind (4)it creates the supporting system for teacher career and (5)it reforms the system of educational administration to be better and more effective. Thailand today intentionally focuses on education issue as demonstrates in the National Education Development Plan, edition 8 and 9 as well as the Project of Education Reform 1996-2007. The objective of both programs is correlated, that is to develop the quality of education to the best in the year 2007. The related activities include the emphasizing on the administration of education to go together with the need of both the community and the country. Learners are expected to possess self-development to the maximum, as that is the important factor and also the

accomplishment of developing the country (The Office of the National Education Commission, 2001: 1)

The educational reform is a change that is expected to lead to the improvement of learning quality to the international standard. The outcome of the ongoing operation of the reform since 1996 has shown its significant process which is the reform of the management and the administration. This includes the reform of teachers, educational personnel, the learning process and the educational assurance standard (The Office of the National Education Commission, 1999: 68). If all these processes are developed and linked i.e. teachers and educational personnel are qualified, the learning process is improved and the quality of educational outcome is assured, then learners will learn to be better persons that possess the qualification of proper mental, knowledge, virtue, morale and the ability to live happily in the society. So, the objective of the Educational Act 1999 is accomplished (The Office of the National Education Commission, 1999: 30-34). The mentioned act states 4 factors for educational reform (1) the reform of teaching and learning method (2) the reform of the curriculum (3) the reform of teacher career and educational personnel and (4) the reform of the management and the administration system. These four factors are correlated with the philosophy of the basic curriculum of the National Education Act 1999 which focuses on the development of learners to be able to perform the self-balancing in physical, mental, wisdom and sociable qualifications. Moreover, learners must be able to be self-dependent, cooperative with others, participate in social and environmental development. The act also provides the strategy for school administration that in order to develop the quality of education, the teaching and learning process must be focused on learners or learner centered. This process will provide learners both physical and mental independence based on the fact that the process of learning and teaching is related to the stimulation of 3 parts of human brain that is seeing, hearing and feeling. Good teaching and learning method should open the opportunities for learners to do group work, freely show self-ability and self-initiation as well as freely search for required knowledge (The Department of Education, 2001: 6-7). Therefore, learner centered base method is one of the important strategies for human resource

development as this is the method of preparing the younger generations to be ready for the future globalization.

Educational reform has been implemented since 1996 but was taken into serious consideration of the government in 1999 when the National Education Act 1999 was validated. The current government declares the reform as a national issue (The Office of the National Education Commission, 2001: a). The improvement in knowledge learning is part of the educational reform and that is the reason why the reform should start in school, as school is the learning organization. The intellectual strategy i.e. a process of creating knowledge and wisdom for teachers and school administrators is also essential. Subsequently, the reform is in school where not only students and teachers need to learn but other related personnel i.e. parents and school committee must also be part of the learning process. This process is called the revolution of learning culture, which actually will benefit the whole nation (Prawes Wasee, 1999: 56). The outcome of the reform implementation during the past 3 years (1999-2002) through the data collection of 1,649 ministry education personnel nationwide i.e. education administrators, education superintendent as well as teachers in the teacher institutions, 1,080 school administrators, 4,909 teachers, 74,790 learners and 66,180 parents and owners of education related places reveals in the overall picture that 60-70% of the plan has been implemented. It is also disclosed that 60-70% of the implementation is accomplished in all area both with the overall picture and the single issues (The Department of Education, 2002: 3).

The most significant foundation for educational reform to be both effective and efficient is school. All schools must be developed to be the learning organization aiming at the improvement of learners to be qualified in accordance with the curriculum standard that learners are the center. Nevertheless the decentralization of authority to school is also another important strategy, as long as schools follow the basic policy of the educational reform. Of course, schools must be managed with effective administrators who participate in the reform and set high expectation for effectiveness, as these are parts of the school learning, the Constitutional Act as well as the National Education Act 1999. Both acts stated that the government must

perform the educational reform by providing the basic education of at least 12 years for its entire young people, within the educational year of 2002 (The Constitution 1997 article 335 bracket 3). Hence, while the country is facing with the current economic crisis which leads to limited budget, it is recommended that the government should spend the existing amount to develop the present state schools instead of establishing new schools to cope with the number of the increasing population. The government subsequently provides support to both state and private schools to improve their standards. The responsibility is also set to have the Administration Office of the Commission for Private Education in charge of the undergraduate education where its role is to control and support activities of private schools to be widely managed and developed.

Many private sectors nowadays take part in almost every educational activity nationwide especially in the educational administration of the school system where their participation is at least 15%. The percentage is expected to get higher as the law allows them to conveniently invest in the educational matters (The Office of the Private Education Commission, 2002: 2) which stated in the National Education Act 1999, article 43-46. The article specifies the schooling administration of the private sectors through the direct responsibility of the Office of Private Education commission (O.P.) with an aim to improve the learning quality in private schools. The additional idea of the article includes the view for educational development of private schools to reach to the top within 2007 as well as the view to manage the effective and qualified education through the speedy development of personnel in all levels. This will lead to the creation of effectiveness that further supports and encourages the clear and rapid achievement of the organization. Support, services and recommendations are provided in various forms to assist private schools to properly and correctly function and are accepted by the society. The ability to operate professionally is a part of the support while the omitting of improper behavior is a part of the given recommendation. Others include the improvement, abandonment of some regulations and the development of a work system that can be flexible and beneficial for the offices or the schools. It is additionally recommended the creation of a working atmosphere to help in the relationship among the Office of the Education Commission, private sectors,

associations or organizations related to private schools. This will lead to mutual goal and support that will further assist in the research and development of different private education forms to be suitable and correlated with the social changes along with the abilities to compete in the global world (The Office of the Private Education Commission, 1997: 43).

The research done by the Office of the National Education Commission 2000 (2000: 6-7) reveals that private schools under Office of Private Education Commission become leaders in educational reform focusing on learners. The advantage of being private schools is that they can implement the educational reform in accordance with the national act immediately. The implementation is done in all areas of the administration management, the budget management, the quality assurance, the knowledge learning reform, the reform on teachers as well as educational personnel and technology. Unlike state schools where there is no clear instruction from the higher authority so the reform implementation is still on hold. Nevertheless, there are several problems in private school as demonstrated by the following example obtaining from the survey conducted by the Office of Private Education Commission (2002: 19) on the "Current problems in private school under the commission in 2002". The survey states that (1) The evaluation outcome for the quality of education in primary schools and high schools reveals that the learning effectiveness is at an average level as well as average quality level. But, when being compared to the passed evaluation standard of the overall picture within the 3 years, it is 31% lower which shows that the effectiveness and efficiency of schools under the commission, both primary and high schools, need to be improved and developed. (2) The topic of administration and support is based on the conditions of problems relating to the development of learning and teaching process that schools are facing along with the fact that many private schools are weighing their decisions whether to cease or to continue their operations. This is because there is no clear government policy and development guidelines in how private sectors should share state responsibility in term of education. Private schools, therefore, try to look for better measurement to correct and improve the situations to correlate with the national education standard. At the same time, they try to improve on the issue of the acceptance of the educational

standard (which has to depend on various factors i.e. of course, students, as the prime factor, followed by the utilization of schools as administration bases, participation in terms of participate in thinking and implementing, the decentralization of educational authorities and the responsible abilities that can be checked). The weak point of the standard acceptance in private schools is that the idea cannot motivate school owners to make any developments in order to create sustainable trust among parents which could be because the statements containing in the standard regulation are non-supportive for the continuous development of schools. Furthermore, the contents in the standard regulation do not cover all areas of quality educational administration i.e. the topic of analysing the tools used for school standard measurement is mostly focused on factors for school administration but lack of the implementing process such as the teaching and learning method of student centered, the control method, the demonstration method, the personnel development method etc. Besides, the real outcome or effectiveness of teaching and learning quality development in private schools is ignored. (3) School personnel, teachers and lecturers in private schools do not clearly comprehend the curriculum analysis method and still continue with the old methods. The new teaching technique or activity is not used meanwhile teaching and learning tools constructed by teachers are limited. Teachers additionally have insufficient knowledge in constructing and using teaching tools. The teaching exhibition system in schools is non-effective, some percentage of teachers are lacking of strong attitude, moral, devotion as well as enthusiasm in teaching development. The method of strong support for being good teacher is rare. Lots of teachers are working with no motivation and trust in their career.

It is found from the above mentioned information that private schools have many problems in their effectiveness which in turn reflect the efficiency of students and that is one of the major problems as well as the important obstacle for educational reform. School is the most important educational operation unit where the outcome of educational reform will be able to tell how effective the performance of the school is. Of course, there are so many variables involving in both its effectiveness and efficiency.

The fact and problems mentioned above are enough to make this research pay attention and focus on studying the effectiveness and its variables toward private schools based on the educational reform. To check school effectiveness if it achieves the target of educational reform policy stated in the National Education Act 1999 can be done through the evaluation of (1) the development outcome of the administration management system (2) the outcome of educational skill and personnel development (3) the outcome of learning and teaching of student centered system (4) the outcome of curriculum development. The outcome will be further used as a guideline in the implementation improvement in accordance with the educational reform for general private schools nationwide. It will also be used to set the significant strategy in using school as an administration base in order to reach the set target of effectiveness and efficiency. The study of theoretical perspective of the variables related to school effectiveness, both agreed and disagreed, of the influential variables toward the effectiveness is proposed. For example, Steer (1977: 8) proposed the diversities that effected the organization which were (1) character of the organization (2) the environmental character (3) character of personnel (4) the administration and the implementation. Steer's idea agreed with Reid, et al.(1988: 24-29) who had analysed the research study on the factors related to school effectiveness and found the differences in these variables i.e. (1) the administration (2) teachers (3) the administrators (4) school. Wimpelberg, et al.(1989: 89) had additionally analysed the research on school effectiveness and found that the important variable toward this was the condition of the administration leader.

Apart from the above perspective, theory and the discovery on variables influencing school effectiveness, the recent study based on advanced management science has created the new idea in the modern management that managers look at the wider view on factors effecting the administration. That is, they give importance to both tangible and intangible variables (Nuchnara Ratanasiraprapa, 2000: 22). Nevertheless, it is later revealed that there is another variable that effects the effectiveness of the guideline for school educational reform that shows in the intangible form and it is called the organization culture or school culture. Sathe, Schein, Kritch and Sergiovanni (Kritch Suebsont, 1998: 4; Sathe, 1985: 25-3; Schein,

1992: 3; Sergiovanni, 1988: 105) reported the variables of school culture effecting school effectiveness as (1) school history (2) school belief (3) school values (4) school standard (5) school format of behavior. Upon further analysis on this topic of Hofstede, et al., it was found that organization culture additionally consisted of 4 sub-variables of (1) symbol (2) heroes (3) rituals (4) values. This research will be based on these 4 variables in accordance with the idea of Hofstede, et al.(1990: 286-36).

The study on various theories, ideas and research outcomes on variables influencing school effectiveness based on educational reform policy shows that most of them are similar in some points and different in other points. This research, therefore, adjusts the former ideas that suit Thai social condition to study and concludes with 4 following variables to be further used in this research. 1) The variables of utilization of the educational reform policy which is expected to be very important to the effectiveness of private schools. This means the bringing of guidelines for the reform to be implemented in schools which includes the utilization of technology in the implementation. This variable will take us further to the explanation of the differences in school effectiveness based on the following issues.(a)The utilization of the decentralization policy in the management.(b)The utilization of policy on special skill personnel or the professional.(c)The utilization of technology and equipment. The study on the research of Nuchnara Ratanasiraprapa (2000: 146) discloses that school components influencing the effectiveness of high schools under the Department of Common Education, region 5, is school policy capable of being able to adjust itself. The school policy must be changed to the decentralization management and administration, that is, more authority must be given to the operators. The support on advanced equipment must also be given. Miles had expressed his opinion that all existing equipment must be worth using and every teacher should have sufficient support in term of materials and equipment to achieve his/her teaching tasks (Jaras Piewnoi, 1998: 110). 2) The factor of personnel behavior in school is a part of private school effectiveness based on the educational reform policy since the effectiveness is the reflection of the management's accomplishment. The curriculum teachers, the educational related personnel as well as the personnel's abilities are very important to the reform implementation(Kamol Soodprasert &

Soontorn Sunantachai, 1997: 120-122) especially on the following personal behavioral issues (Jaras Piewnoi, 1998: abstract, Nuchnara Ratansiraprapa, 2000: 146) (a)self-devotion in work (b)self-creative ideas (c)working development (d)self-dedication toward the organization (e)work in accordance with the required roles (f)self-motivation. 3) The factor of school administration is one of the most important issues toward private school effectiveness based on the educational reform policy. This is because school can be measured on the following topics (1) The topic of plan utilization as a tool of effective management. (2)The topic of supporting personnel to focus on the development. (3) The topic of various activity arrangements to support the teaching and learning method based on student centered. (4) The topic of coordination from all concerns for the purpose of school development and systematically evaluation of the implementation. (Eckhant, 1978: 562-563; Pirom Chotidang, 2000: 15; Prayoon Phongampai, 2001: 7; Soopachai Srilah, 1999: 63) 4) The variable of school culture, another important variable for private school effectiveness based on the educational reform policy, is considered in the different aspects of the following (Hofstede, et al., 1990: 286-316) (a)symbol (b)heroes (c)rituals (d)values. The research of Cameron & Etting (1988: 954) showed that school culture had a direct impact toward the strength of school effectiveness. The research on the analysis of hero factor done by Niti Sootibugha demonstrated that the different outcome dimensions reflected the accomplishment of work in the organization. In another word every organization, including school, must consist of personnel whose characters and behaviors were worth respected and followed as the role models. The behavior and performances of these personnel should be shown in one of the forms i.e. leadership, demonstrator, expert or in the obvious form that can be both clear and unclear to be acknowledged and followed.

As for the arrangement for the private school under the National Office of the Private Education Commission, this researcher chooses private schools in Bangkok as her sample group. The reason is because Bangkok is the capital city and the center of country's modernization as well as the center of all services not only government but also private and state enterprises. There are 104 private schools, the common education type, under the commission that spread around Bangkok. However, the

teaching and learning quality shows the differences, both in the quality of student centered system and the value quality that outsiders have toward the schools. This value quality occurs because a lot of people want to choose schools that they believe to be of the value and that all schools are not up to the standard (The Department of Common Education, 1998: 83). Each school, consequently, speeds up the learning and teaching development. It also makes this researcher want to study the effectiveness of each private school based on the educational reform guidelines especially with schools that start from nursery to high school level and under the Office of the Private Education Commission to examine the effectiveness as well as influential variables. The administrative guideline and the educational administration can lead to its advantages and its quality assurance although some schools have passed the quality assurance stage and some may still be in the process. How the strategy toward a school accomplishment in the ongoing development process and the improvement of educational quality can be effective and achieved the assurance standard level depends on the potential of the management which is varied in the area of utilization of policy related to educational reform, behavior of personnel in school, school administration as well as school culture. An important thing about the school development process and its unit is views, knowledge and ability of school administrator in setting directions and targets along with the ability in creating and developing the strength of team work to be efficient in the school of student centered system. So, the educational implementation based on the educational reform is people's quality development for maximum valuable that agrees with the principle of people education which can lead the nation to be a developed country in the future.

1.2 Research objectives

1.2.1 To study the effectiveness of private school under the Private Education Commission based on the educational reform policy

1.2.2 To study different influential variables toward the effectiveness of private school under the Private Education Commission based on the educational reform policy.

1.3 Research hypotheses

The hypotheses of this research has been set as the following.

1.3.1 The utilization of policy of educational reform would be positive affected to the effectiveness of private schools based on educational reform policy.

1.3.2 Behavior of personnel in school would be positive affected to the effectiveness of private school based on the educational reform policy.

1.3.3 School administration would be positive affected to the effectiveness of private schools based on the educational reform policy.

1.3.4 School culture would be positive affected to the effectiveness of private schools based on the educational reform policy.

1.3.5 All these 4 independent variables can together predict the effectiveness of private school based on the educational reform policy.

1.4 Research definition

1.4.1 Private school means a place of education under the Office of Private Education Commission, the category of common education in Thailand which is arranged in accordance with the Act of Private School 1982. The school starts from primary to secondary and high school levels.

1.4.2 Teacher means a person who has a teaching career whose main duty focuses on learning, teaching and improving the learning styles with various methods within school place under the office of Private Education Commission, the category of common education.

1.4.3 School administration means professional person who is responsible for an administration of each school under the Office of Private Education Commission, the category of common education. School administration is divided into 3 positions of the school licensee, the school manager and the school principal and for this study the representative of each private school is the principal.

1.4.4 The effectiveness of private school based on the educational reform policy means the capacity of private school in accomplishment of implementation in

accordance with the educational reform policy which has been adjusted to suit the administration. This is also to evaluate and measure various aspects of the effectiveness on the learning process as well as the learning outcome. The measurement standard for this research is (1) the outcome of the development on administrative system (2) the outcome of skill and personnel development on education (3) the outcome of the development of learning and teaching process on student centered (4) the outcome of curriculum development .

1.4.4.1 The outcome of the development on the administration system means the accomplishment of the process that is used by private school administrators based on the educational reform policy, which consists of an overall administration. That is, the administration of utilizing the quality assurance system, supporting and promoting technology utilization in order to improve the educational quality, improving atmosphere, environment and factors effecting the learning as well as following up, evaluating school performances based on the level of effectiveness of high, moderate and low.

1.4.4.2 The outcome of skill and personnel development on education means the result on development of teacher capability to improve the learning process along with the ability to teach learners to possess quality in accordance with the educational reform. This consists of the development of teachers and educational personnel to have quality as per career standard and morals. Academic teachers and personnel are supported and promoted for continuous development along with the following up and evaluation as well as sharing outcome report with the public by considering from the level of effectiveness of high, moderate and low.

1.4.4.3 The outcome of the development of learning and teaching process on student centered means the result of the implementation on learning and teaching based on the educational reform policy as well as learners' accomplishment. This is because the learning system helps students to further create self-knowledge that learners know how to think and solve problems. The learning method consists of activity arrangement, group learning, additional learning, structural learning, outcome collecting through using portfolio, arranging and creating atmosphere and environment that support learners to further study, doing research for class work, evaluating based

on fact and learning demonstration in class. The effective outcome is considered in three level of high, moderate and low.

1.4.4.4 The outcome of curriculum development means the result on the improvement of a curriculum based on the educational reform policy which includes the creation or improvement of curriculum, the improvement of learning and teaching activities, the adjustment of detail information, the improvement for new learning and teaching equipment, the arrangement of additional subjects to suit student requirement, the evaluation on the utilization of the existing or improved curriculum as well as the utilization of the evaluated outcome for additional activities. An outcome of the effectiveness is considered into three levels of high, moderate and low.

1.4.5 The utilization of educational reform policy in school means the implementation in accordance with the principle stated in the policy. This includes the utilization of technology, the consideration in policy utilization on decentralization administration, the utilization of policy on both skill personnel and professional - personnel as well as the utilization of technological equipment in school. The policy utilization is evaluated into three levels of high, moderate and low.

1.4.6 Behavior of personnel in school means the ways that people working in school feel and act towards others which include the administrators and teachers as they are the important assets in the implementation of educational reform policy. The personnel's acting and feeling are considered from their operational self-devotion, creation, work improvement, dedication toward the organization, implementation in accordance with roles and motivation. The acting and feeling is considered into three levels of high, moderate and low.

1.4.7 School administration means the school policy in managing and implementing work in order to effectively achieve the set target, in accordance with the educational reform policy. The administration can be checked and improved continuously in terms of standard implementation based on the utilization of plan as a tool for the effective management. It includes the support for personnel to focus on development scheme, various activity arrangements to support the learning and teaching in the style of student centered and the coordination of all concerns to develop school. The evaluation of the implementation is systematic into three levels of high, moderate and low.

1.4.8 School culture means the form of thought and mutual thinking of personnel in the school who possess mutual beliefs, attitudes, assumption and values that they hold them as their standard behavior which make them different from other schools. The form of thought can be considered from the following. (1) Symbol is a thing defining teachers' thought and feeling which can only be understood among personnel of that school. (2) Heroes are persons who can exist or non-exist but are respected and honoured as a role-model in both behavior and implementing things i.e. the character of good work, punctuality, diligence etc. (3) Rituals are various activities that school personnel agree that they are necessary for school. (4) Values are a person's feeling that he/she uses as a standard to evaluate their actions and decide whether they should or should not perform and act accordingly.

School culture is, again, evaluated into three levels of high, moderate and low.

1.5 Scope of research

1.5.1 The target group for this research is 43 private schools under the Office of Private Education Commission, the category of common education in Thailand.

1.5.2 The variables used in this study include:

1.5.2.1 Independent variable

In this research, many related documents were studied and considered to finally decide on 4 correlated factors (1) the utilization of educational reform policy (2) behavior of personnel in school (3) school administration and (4) school culture.

1.5.2.2 Dependent variable

It includes the effectiveness of private school under the Office of Private Education Commission in accordance with the educational reform policy

1.6 Research benefit

In studying on the effectiveness of private schools under the Office of Private Education in accordance with the educational reform policy, it is expected to benefit on the following.

1.6.1 The outcome can be used as a guideline in improving and developing private schools under the Office of Private Education Commission to be more efficient.

1.6.2 It can also be a guideline to school administrators and other concerns to know how to create the effectiveness in school as well as to add it in the regulations and rules in order to increase the effectiveness of the future implementation.

1.6.3 The research can be used as a data that provides guideline in academic planning for people's education which will be benefited not only in human resource development but also in the future advancement of the country.

1.7 The research conceptual framework

The researcher has revised the definitions and ideas of many theories on school effectiveness and adjusted some from Parson (1966) and Campbell (1979) along with the Act of the National Education 1999 as well as the research of Porntip Taosuwan (2002) to form the research conceptual framework in studying about the dependent variable. Meanwhile, the ideas and research that are adjusted for the independent variable are from “The Ideas of utilizing educational reform policy in school” (Ideas and theories of Steer, 1977; Sirikarn Kosoom, 1995; Woodward, 1985) “Behavior of personnel in school” (Ideas and theories of Beilfuss, 1986; Gellerman, 1970; Horner, 1985; Katz & Kahn, 1966; Porntip Taosuwan, 2002; Sirikarn Kosoom, 1995; Steer, 1977) “School administration” (Ideas and Theories of Steer, 1977; Nuchnara Ratanasiraprapa, 2000; Pirom Chotidang, 2000; Rai Jantaklad, 1992) “School culture” (Ideas and Theories of Hofstede, 1990; Banjerd Yuyuenyong, 2001; Nonglak Ruentong, 1992; Nuchnara Ratanasiraprapa, 2000; Wilai Maikaew, 1995) The study is based on the reasonable relationship between independent variables effecting the dependent variable, as the following figure1.

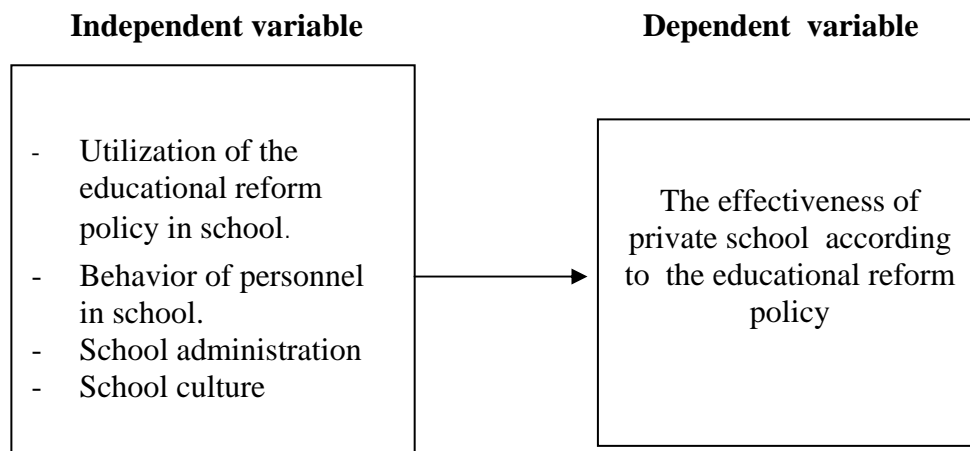


Figure1 The research conceptual framework of the private schools effectiveness under the Office of Private Education Commission according to the educational reform policy

CHAPTER 2

LITERATURE REVIEW

The researcher of this research on the effectiveness of the private school under the Office of Private Education Commission according to the educational reform policy has studied various work, theories and related researches on the following topics

- 2.1 The educational reform
- 2.2 The management of private education
- 2.3 The school effectiveness according to the educational reform policy
- 2.4 Views and theories related to influential variables toward school effectiveness
- 2.5 The related researches
- 2.6 Tables demonstrates the conclusion of variables, views and theories utilizing in these researches

2.1 The educational reform

2.1.1 Definition of the educational reform

The word “Patiroob” (the meaning in English is reform) is an adverb which means appropriate, suitable, fake, unreal, however, if it is a verb it means to “appropriately improve”(Thai Dictionary, 2003: 315)According to this Thai dictionary and translated back to English, “educational reform” means “to appropriately improve education”. The Office of National Primary Education Commission (1995: 7) defines “educational reform” as “the improvement on implementations of the Ministry of Education through selecting some issues for changes and adding some issues to the existing operations expecting that the improvement can correct few obstacles or all

obstacles and at the same time it can develop and achieve the educational standard to reach for the best in 2007”

Phra Tampidok (1996: 28-3) gives 2 meanings of “educational reform”

1.To put things back in shape as “reform” means to get back to the old shape.

2.To make things more suitable. This means to make them suit the existing conditions.

“reform” in these 2 meanings means ‘to improve’ or ‘to change’ in the certain parts of the educational system trusting that the changes in the weak area will result in the overall achievement of educational outcomes.

Roong Kaewdang (1997: abstract) defines the meaning of “reform” as the revolution in education because it is a reconstruction of the educational system in terms of reconsideration all conditions from the beginning then redesign the whole process to suit the economic situation as well as the innovating society.

Kamol Soodprasert (1997: 75) briefly explains the meaning of “educational reform” as the changes for better quality. Failure in the educational reform shows the downfall of the society in the future.

It can be concluded that “educational reform” is the management in education to suit everyone in the present situation as well as in the future to improve both his/her well being and mental conscious. Thailand today is facing various crisis i.e. economic, social, politic, culture etc. that its people are calling for reform in different areas of political, bureaucratic, and education. However, a lot of people believe that educational reform is the most important foundation for the society than others.

2.1.2 The objective of having educational reform

The Office of National Education Commission (1995: 1) has set the target for educational reform as to provide Thai citizen the potential to possess self-development

both for self-quality of lives and country development. The aim of educational reform is to create people, organization and society in learning, hoping that all graduated people will possess the important basic abilities and qualifications of the following: (a) people must be both physically and mentally healthy (b) they must be capable of thinking, seeking and reaching out for more knowledge (c) they must be capable to work both academically and skillfully (d) they must be responsible, honest, unselfish, devoted and patient and able to work with others (e) they must believe in democratic, patriot, religious and monarchy institution. All these are based on the foundation of Thai culture as well as the proper education of different levels. However, the main objective of The Ministry of Education's educational reform policy can be concluded as the following.

1. To improve the standard of Thai education level.
2. To ease the existing educational problems.
3. To minimize educational gap between the rich and the poor.
4. To provide satisfactory atmosphere for students as well as teachers.

2.1.3 Educational reform according to The National Education Act 1999

Being one of the most important tool in the national development, education and teacher development have appeared in many articles of the Kingdom Constitution Act 1997 which later turn into the legal educational reform system and the national education act 1999. The 1999 act has led to enormous changes in many educational areas which Sujin Panarach (1999: 43-52) had concluded the main ideas as the following.

Section 1. General issue

The objective, principle and intention must be emphasized in the direction that education is for the development in making a good person of all Thai citizen. The good person here is the one who possess the proper human quality in terms of physical, mental, conscious, knowledge, ability and moral of ethics and virtue. The person should also have self-ability and be able to adjust himself/herself to live with

others in the society. All these lead to 3 principles to be managed in the educational system (1) sustainable education (2) opportunities provided for society to participate in educational management and (3) continuous development of educational details and process. The system management for educational creation and process must be based on the following.

1. To have one policy but a variety in the implementations.
2. To decentralize the management system to all regional education areas, schools as well as the local administrations.
3. To determine education standard and quality assurance in all levels and categories.
4. To arrange ongoing development on the standard of teacher career as well as educational personnel, teachers and lecturers.
5. To bring in different resources from various places for the use of educational management.
6. To ensure the participation of individuals, families, communities, community organizations, local private organization, general private organizations, vocational organizations, religious organization, offices and other social organizations.

Section 2. The rights and roles of education

1. The rights of educational management do not belong to the educational administration any longer since they are now belonged to learners. Teachers and related personnel arrange the learning or educational administration and places. The rights for education are also provided to the disable or the less fortune people since the law states that a person possesses the right to have free primary education of at least 12 years. The state must take action accordingly and must not collect any fee from individuals who may have physical disabilities or who may require special attentions or needs or those who may have less fortune.

2. Academic institutions must widen the opportunities in the freedom for education. For example, schools and universities are not the only educational means but parents can arrange their children to attend the school arranged by the out-of-

school education system under the support of the government. The out-of-school system determines for parents to arrange education for their children based on the family situation and readiness. Local community organizations and social institutions that provide support or assistance in the primary education system can benefit in the system i.e. their children are provided with knowledge and ability of learning and training as well as educational support funds which include tax reduction and etc.

Section 3. Education system

There are 3 education systems (a) school system (b) out-of-school system (c) voluntary education. The academic institution can arrange all 3 systems while the accumulation of studied grades can be compared, transferred in the same or different forms.

On the other hands, the academic learning has 2 levels of primary education and higher education or primary and undergraduate study. The compulsory education is 9 years, which can be counted from the age of 7 to 16 or when a child finishes the level of grade 9.

Section 4. Educational policy

The educational policy is based on the importance of learners and the learner centered. It is believed that everyone possesses an ability to learn and to be self-development. The policy is, therefore, set to support learners to improve themselves both naturally and potentially, hence, they must be provided not only the form of knowledge but also the form of virtue.

As for the learning contents, they must contain various suitable knowledge and skills that include the knowledge about the learners themselves, relationship of individuals and society, knowledge of Thai traditional skills and intellectuals etc. This is to ensure that learners will be able to satisfactory live in the society.

Meanwhile, the learning process must be correlated with learners' abilities and potential as well as the arrangement of learning information and activities to suit learners' skills and capability.

The learning evaluation is based on the consideration from the development of learners. This includes the development in the area of behavior, activity participation, and exams. Although, means of further education can be varied but it is to ensure that the result of the former evaluation must be considered.

The curriculum, on the contrary, must be varied at every level. The Ministry of Education is the center of curriculum arrangement for primary education. Schools of primary levels arrange their curriculum that includes community and social problems, traditional skills. The curriculum of undergraduate level focuses more on vocational development and research study in order to add more knowledge on organization and society.

Section 5. The management and educational administration

The changing in the management and the educational administration occur according to the new National Education Act which states the Ministry of Education as “ The Ministry of Education, Religion and Culture”. The act also states the two levels of the management of national and local levels. The Ministry of Education, Religion and Culture is a center and responsible for all types of education, for all levels and all categories. Its additional responsibilities include the caring for religions and culture, setting educational policy, plan and quality, support educational resources as well as following up, examinations, evaluations on the management of education, religion, arts and culture. The ministry has set the structure in the form of 3 following groups as the council or the commission.

1. The Commission of Primary Education is in charge of setting and controlling the policy of development plan and education measurement, the arrangement of resources and curriculum base for primary education that agrees with national education plan, religion and culture as well as following up, examining and evaluation.

2. The Commission of higher education is responsible for considering and proposing policy for development plan and the standard of higher education.

3. The Commission of religion and culture is responsible for considering and proposing policy for the religious and culture development plan that must be correlated with national religious and culture development plan as well as resource

preservation plan. The commission's additional responsibility is to follow up and evaluate the outcome of both religious and culture operations.

In the level of local/rural areas, the National Education Act arranges for primary education to 12 years while higher education of high school level is under the arrangement of the local authority. The undergraduate and above levels are the responsibility of the council of each particular institution to arrange, as the institution is legally considered "the juristic person".

The management of each educational area is authorized to be in charge and control primary and high schools within its area. This includes the arrangement, the merging and canceling schools within the area along with different coordination i.e. to promote school in the area, to promote the local administration in regard to educational policy and standard, to support families, community organization, vocational organization, religious institutions and other various offices on educational matters. The local management committee consists of the representatives from community organization, private organization, local authority, teacher career association and vocational association.

The law determines schools for primary education and institutions for higher education to have the commission whose responsibilities include controlling and supporting all educational activities. The commission consists of the representatives from teachers, parents, local authorities, community organizations, school alumni and educational intellectuals. The school or institution administrator will act as both a member and a secretary of the commission.

Section 6. Educational standard and quality assurance

According to the law, there must be quality assurance at every educational level. The quality assurance consists of both internal and external schemes. The internal assurance is conducted by the immediate supervisor or school as it is a part of his/her work and he/she will further arrange an annual report to the concerned department as well as disclose to the public. The external quality assurance is performed once every 5 years by the private enterprise called Office of Educational Quality Assurance. This office will set up and adapt the standard, method and evaluation arrangement.

Section 7. Teacher, lecturer and the educational personnel

Ministry of Education is responsible for arranging the system and the process of producing and developing teachers as well as educational personnel to be qualified and of meeting the standard. Teachers, educational administration and educational personnel of both state and private schools must possess academic certifications except those in the administration office, the center of learning and educational arrangement for special tutors or lecturers and the office of educational management for secondary school. Here is an additional arrangement to have the special fund for the development of teacher career, teacher salary system and teacher special merit etc.

Section 8. Resource investment for education

There must be the arrangement for resource and investment for educational purpose i.e. the government and the local authority arrange to collect tax for education, state schools, which act as a juristic person, may have an authority in managing benefit from school properties while, state schools that are non-juristic person, may manage the school benefit in term of educational expenses, in accordance with the rules and regulations.

Section 9. Educational technology

The government is authorized to arrange basic structure and frequency for radio, television broadcasts and other types of media for the benefit of education. This includes the production of books and technology for educational purposes as well as the fund raising arrangements for educational technology development that can be from state, commissions and others.

It can be concluded that the National Education Act 1999 is an act for educational reform of various aspects i.e. educational rights and roles, educational systems, educational policy, educational administration, educational standard and quality assurance along with the reform of teachers and educational personnel, educational resource and the management for educational technology. The important frame used for standard and effective measurement in educational reform policy for normal education in Bangkok has therefore been adapted from the 1999 Act. The

standard measurement is concluded into 4 components (1) the outcome of the management on system development (2) the outcome of educational career and personnel development (3) the outcome of the process of teaching and learning of learner centered system (4) the outcome of curriculum development (Porntip Taosuwan, 2002: 59).

2.1.4 Educational reform on process and strategy

Phra Tampidok (1996: 10) stated the strategy of educational reform of 2 levels

Level 1. National strategy for the nation. This is a strategy to create a good Thai society to be modernized and to be in the leading state that can not be dominated by other countries.

Level 2. National strategy for the world. This strategy must be added especially in today's world because it can lead to the security and peace as well as the existence of mankind.

Phra Tampidok also emphasized that at the beginning we had to win in the competition but most of all we had to be above that in order to save the world and to bring peace to human races.

Wichai Tansiri (1996: 123-131) had suggested 4 guidelines for educational reform.

1. The reform and the process of learning.

This is the step of adjusting the learning philosophy and target at every level by following the basic educational policy that education is at the heart of human development. To create an upstanding man is to develop a person to have a good heart and to be a good person, both physically and mentally. Therefore, the reform process for learning and teaching system must be focused from the stage of the teaching objectives at every level along with the evaluation to examine how the actual teaching is, how teachers should be developed and how the management should provide the support.

2. The reform of the educational administrative system

The educational administrative system should be arranged to aim for life long education. The education of school level is the prepared step for learners to adjust themselves to any new experiences in the future. So the questions is “ How can the educational system be arranged to be a sustainable system?” The answer can be in the form of the arrangement of short courses, the creation of television network or computer system as well as the employment system of both state and private enterprises that focuses on the value of self-development.

3. The reform of teacher training and development

Teachers are the most significant factors in human’s quality and learning development.

4. The reform of the management system for educational administration

Effectiveness on the management of educational administration requires different conditions, that is, the shorter channel of command, smaller units of work but high qualifies technology; the network function must be based on the unity of policy as well as the effectiveness of the implementation.

The above mentioned encouragement, objectives and views have forced the Ministry of Education whose duty is to be responsible for the educational management to arrange the Ministry Educational Reform Process 1996-2007 based on the educational reform policy as instructed by Dr. Adisai Potaramig (2004: 17-18), the Minister of the Ministry of Education. The policy for implementation is guided into 12 following points.

1. To urgently arrange qualified educational system and structure that truly benefit the whole nation.

2. To focus on quality, effectiveness and just in all categories of educational management and levels, starting from the primary onto high school levels.

3. To develop educational technological system and information technology network in order to increase and expand opportunities for all Thai.

4. To arrange community colleges especially in the provinces where there are only few institutions.

5. To promote and support all concerned departments which are in charge of educational administration and training. The policy, standard quality, support and resource, the arrangement to prepare local private organization as well as families and other organizations along with the educational administration for the disables are all managed by the government.

6. To promote Thailand to be the educational center among its neighbouring countries.

7. To promote the creation of reform for education, religion, arts, culture and sport among children and the younger generations.

8. To manage the learning reform based on learner centered as well as self-learning and sustainable learning focusing on creativeness, reading preferences. The arrangement of library as the community learning center and learning media is also part of the reform.

9. To promote the teaching career as a respected and honourable profession and to be trusted by the public. The promotion will include the producing and developing of teaching career, morally and virtuously.

10. To improve the curriculum to additionally focus on discipline for learners and the younger generations along with skills and the abilities to work.

11. To provide opportunities for high school graduate students, unemployed persons and older people to practice their skills, at least for one profession and assist them to work independently.

12. To improve the vocational education to be more qualified and developed for learners at the undergraduate level in order to response to the need in agricultural, industrial and service sectors. The improvement includes the opportunities provide to them to be trained at different related locations.

The educational reform has been continuously performed by the Ministry of Education focusing on the learning reform since that is its heart. Such operation leads to a clear and practical outcome especially the reform based on the above 12 points, as they are the based policy to the implementation. The outcome of the practice on some

points can be revealed within 1-2 years while on other points may take 10 years. Therefore, in order to see the operational paths clearly, the directions toward the objectives must be set and these directions are declared on March 18, 2004 by the Ministry of Education as the strategies toward the implementations. The Ministry of Education further announces 10 following points, based on the standard school or ideal school of educational reform policy (The Office of the National Primary School Commission, 1997: 2-3)

1. School administrator, school principal, school headmaster and school director must be aware of the development to improve the school standard in order to be accepted by the society.

2. Proper atmosphere, environment and location for school must be arranged to provide learners with pleasant surrounding that suits the learning.

3. School must be ready and well planned with classrooms, library, computer rooms, laboratory, operation room as well as sport pitches or courts that suit the local condition.

4. There must be adequate equipment for teaching and learning.

5. There must also be adequate numbers of personnel and teachers, as per the set standard.

6. The local organizations must be involved in educational management.

7. Educational tuition and fees must be collected and utilized for educational equipment and development.

8. Encouragement must be provided to a person or a group of people or the community to participate in looking for resource to support the educational management.

9. Educational measurement and evaluation must be conducted based on the outcome which is the quality of the students.

10. Local community leaders and local authorities at every levels are able to accept the quality and standard of the school

2.1.5 Accomplishment and problems/obstacles of educational reform policy

Although the implementation of Thai educational reform does not presently appear clearly in the overall picture but various projects have been practically ongoing i.e. the Ministry of Education project on human resource development, many creative projects from different departments etc. The accomplishment such as the outcome of curriculum reform, learning and teaching reform and evaluation is moving to a certain level and under the attention of teachers in general. The reform of other points i.e. buildings, teachers and teaching career along with educational personnel and school location is considered as the supporting factors that needs longer time to achieve. The roles of all concerns will be determined if the reform is achieved to the saying that Thailand is “Stepping ahead and catching up with the world” and Thai society is “The society of learning and intellectual”(Sippanont Kattad, et al., 996: 228).Of course, the accomplishment requires the involvement of all concerns.

The problems and obstacles of the educational reform are the lack of the reform connection and the fact that the reform is not within the whole system but instead it is done only in the certain areas which can create various contradictions such as while the teaching and learning system is under the reform implementation, the teacher reform has not started etc. Moreover, the percentage of students who further study is only 25% (The Office of the National Education Committee, 1997: 3)

Sookawit Rangsitpol (1997: 6) disclosed that national education is a major problem that requires immediate corrective measures, as followed.

1. The educational production, or in another word, the people capabilities does not respond to the society's requirement especially in the area of quality.
2. The development in the economic area is growing very fast while the educational development is very slow.
3. People do not practically receive the equal opportunities in education.
4. The total number of 600,000 educational personnel which include the administrators and other educational related persons do not receive full support to work to their capabilities. These people are neither provided with opportunities to

study the real problems nor the support for self-creation due to the limited amount of budget and the unchanged frame of work that is very difficult to remove.

The Ministry of Education looks at these problems as the correctable problems if required and if the participation for the overall benefit of the public in the country occurs.

Wan Muhamad Nor Mata, et al.(1997: 2) who had studied on the topic of “Thai Education for human development of Thai Society in the next two decades” found that the situation of the education from the past up to the present was based on the following encouraging factors.

1. The former educational management focused mainly on the civil servant career that does not agree with today’s country development plan.
2. The early stage of educational management was influenced by the English education system but was later diverted to the American education system. Unfortunately, there was no proper means of choosing the right influences.
3. There was very small increment of educational budget.
4. Thai educational problems had been accumulated for a long time.

The study from various documents regarding educational reform of the National Primary School Commission and the National Education Commission reveals that the education system in Thailand needs the reformation to agree with the innovated system of economic, social and culture.

2.2 The management of private education

The implementation of the management of private school, prior to the utilization of the National Education Act 1999 stated that the Office of Private Education Commission (O.P) was a government department under the Ministry of Education whose duty was to control and support private education at the level below high school. The O.P Commission divided its duty into 9 departments (1) the Office of the Secretary (2) the Department of the Registration (3) the Department of Common School (4) The Department of Fund and Welfare (5) the Department of Vocational School (6) the Department of Out-of-School System (7) the Department of Special

Policy School (8) the Department of Policy and Planning (9) the Department of Educational Demonstration. Its main central office consists of 394 headcount while 57 educational demonstrators share the office with the Office of Education, Religion and Culture development in 12 regions as well as 934 teachers who teach in various donation schools, which, all these come to the total of 1,385 (The Office of Private Education Commission). Later, according to the Act of the regulation in the administration of the Ministry of Education 2003 along with the Ministry Rules, the administration of the ministry for the central part is changed to have all department heads report direct to the minister of the ministry. The name of the Office of Private Education Commission is also changed to the “Administration Office of Private Education Support Commission” under the Office of the Permanent Secretary (The Government Gazette, 2003: 4) and its main duty for private education can be described as the following.

1. The main duty on education administration

- 1.1 To arrange the education of the level before the primary school or the curriculum of nursery level for the children of 3-5 years to develop themselves physically, mentally, intellectually, emotionally and socially prior to their entering to the primary school.

- 1.2 To arrange the education at the primary school level of grade 1 to 6 in accordance with the Act of Compulsory Education 1980 which emphasized that everyone possesses the right to obtain qualified education.

- 1.3 To arrange the education of junior high school in order to provide the opportunities for the rural students who pass grade 6 to further study in accordance with the government’s Educational Expansion Policy which was approved by the cabinet on May 22, 1990 and May 14, 1991.

- 1.4 To arrange the education of common senior high school.

Based on the number of students in private schools, the school size can subsequently be categorized from the actual classes, as followed.

Table 1 Size of private school in the category of common education based on the educational level. (The Office of Private Education, 2004: 51)

Level of Education provided by school	Number of students in schools (person)		
	small size	medium size	big size
1. Prior to primary school	< 120	121-240	>240
2. Primary school	< 270	271-540	>540
3. High school	< 300	301-600	>600
4. Pre-primary school and primary school	< 390	391-780	>780
5. Pre-primary school and high school	< 420	421-840	>840
6. Primary school and high school	< 570	571-1,140	>1,140
7. Pre-primary school, primary school and high school	< 690	691-1,380	>1,380

Remarks The determination of school size is correlated with the maximum capacity of the standard classroom, that is, 40 students for pre-primary level, 45 students for primary level and 50 students for high school level.

2. The main task on the management of the administrative system.

Educational management for the private education based on the Act of National Education 1999 and its additional correction (2nd edition) in 2002 of the Royal Act part 3 on the management and the administration of private education article 43 states that the management and the educational administration of private education must be freely arranged but to be controlled, followed up and evaluated on the standard by the state. Moreover, the performances of educational management and administration must follow the principle of the quality and standard evaluation in the same manner of state schools.

Article 44: Private schools according to article 18 (2) are considered juristic person. These schools are obliged to have the management committee which consists of school administrators, licensee, representatives of parent association, teachers, alumni and intellectuals.

Article 45: Private schools must arrange every educational level and categories required by law. The state must issue clear and precise policy as well as measurement in regard to private participation in the education.

3. The main duty on the issue of support

The budget to support private schools in the category of 15(1) and 15(3) regarding the operation of educational system in accordance with state laws, orders, announcements and policy is arranged. The support is in accordance with the regulation of the Ministry of Education in regard to the support, promotion and assistance provide to teachers of private school 1990 on the topic of “the application for support based on the actual student headcount” dated 10th of June and 10th of November 1990. The approval of support fund in the budget year is through school licensee and to be paid on monthly basis. Presently private school receives 40% from the total expense per student at the nursery to high school levels. The amount is expected to be for the payment of teacher salary and the development of teaching and learning as authorized by the Office of Private Education Commission who has to examine all detail prior to the approval. There is also additional fund to be added called “The Aid for Teacher and Headmaster Fund” and “School Licensee Fund” as well as “Assistant fund” of 100%. Certain type of school is instructed to comply with the following Ministry Rules and Regulations, and orders in term of the administration structure and private locations.

- The Ministry rule number 2 states the rule regarding the request for school establishment. School owner is called “School establishment licensee”.
- The Ministry Rule number 6 states the application for the position of school manager.
- The Ministry Rule number 7 states the application for the position of the school principal.
- The Ministry rule number 8 states the application for the position of teacher.
- The regulation of the Ministry of Education states about private school committee B.E. 2527 and B.E. 2532 (Edition 2)

The structure of private education administration must be correlated with the country's constitution B.E. 2540, as followed.

Article 43 of the constitution determines that every Thai citizen possesses the right to obtain equal primary education of not less than 12 years. Such education must be provided by the state and it must be qualified, free of charge and throughout the country. The state educational arrangement must also consider the participation of the local authorities and private sectors within the legal frame. The educational training performed by vocational or private organizations under government supervision receives state protection in accordance with the law.

The National Education Act B.E. 2542 (2nd revision) section 5 part 3 states that the educational management and administration of private school as per article 43 must be independent in actions. State officials supervise, follow up and evaluate on quality, standard to assure that schools comply with the standard of quality, evaluation and standard, in the same manners of state schools.

Article 44 states that private schools established according to article 18(2) are juristic person. Each private school must have its administrative committee consisted school administrator, licensee, representative of parent association, representative of local community, representatives of teacher association and alumni as well as intellectuals.

The number of committee members, qualification, measurement, recruitment of the committee chairman and members along with the validation and expiration periods are to be complied with article 45 of the Ministry Rule stated in the Act of National Education (2nd edition, revised) B.E 2545. The article 45 states that private schools possess the legal right to arrange every level and category of education within the legal frame. On the contrary, the government must determine clear policy and measurement about the private participation. The determination of policy and plan for educational regions or for local authorities must include the consideration on the impact of the education private arrangement. The Minister or the area committee or

the authorities of the community and the public are obliged to listen to the opinion expressed by the private school operators. The private institutions of undergraduate level are allowed to freely operate and to have self-administrative development and self-management system in order to be academically flexible and independent, yet still under the control of the law of Private Institution.

Article 46 states that the government is obliged to provide financial support or tax reduction or tax exempt as well as other benefits that are useful and suitable for the private education. This includes academic promotion and assistance to assure that the private schools or institutions are able to have their self-standard and self-support

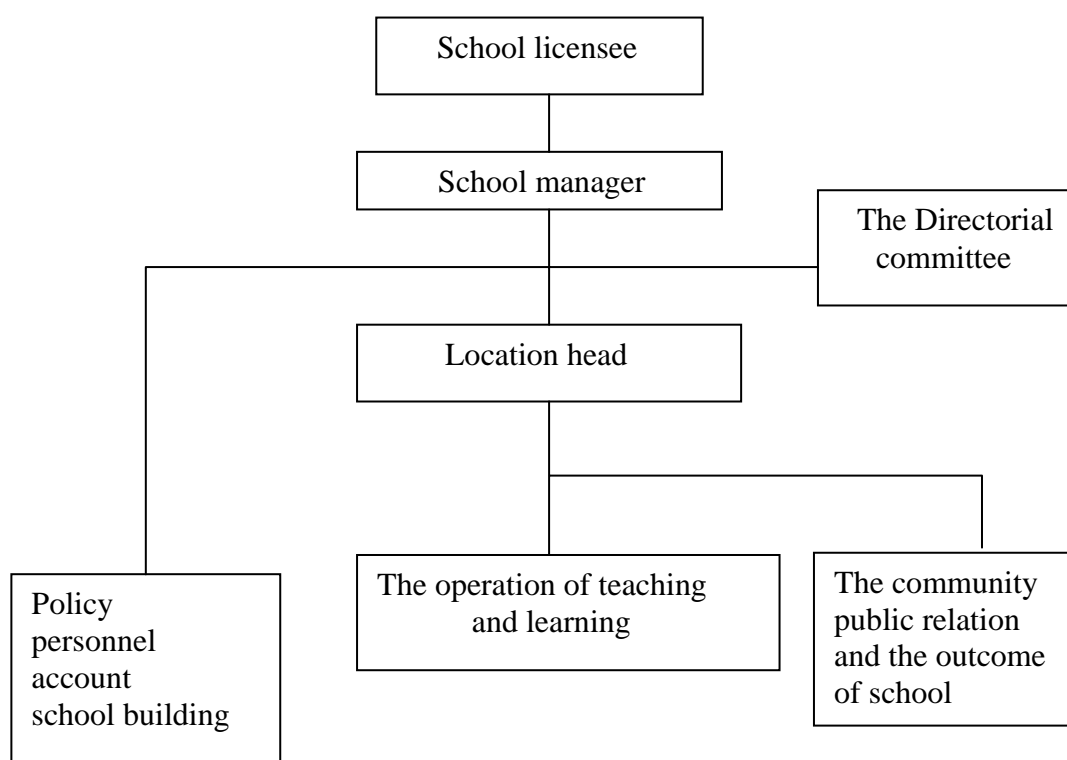


Figure 2 The division of the administrative system according to the Act of Private Education 1982

2.3 The school effectiveness according to educational reform policy

2.3.1 The definition of effectiveness for organization and school

The definition had been provided by many people and it can be described as the following.

Poranee Keeratibutr (1986: 4) suggested various points of views from different intellectuals i.e. the economist gave the meaning of effectiveness in the same manner as benefit, the scientist defined it as a new product, the production manager, on the other hand, said it is the efficiency or the product quantity. However, most ideas focused on the achievement of the organization.

Hoy & Miskel (1991: 373) had concluded different ideas of the students who defined many meaning of school effectiveness i.e. the academic achievement or the satisfaction for working as teachers or morale for the member of good schools.

Glickman (1990) gave the meaning of school effectiveness as its standard accomplishment of the students which was higher than the tested measurement.

Reid, et al. (1988: 5) asked for many ideas from experienced teachers and the principals who were studying in the graduate school and revealed that some teachers defined the meaning of school effectiveness as the capabilities of students to accomplish in learning while some said that it meant the abilities in distributing resource to members.

From the above description, it shows that the views on the effectiveness are focused only on the achievement. Nevertheless, there are other different points of views, as the following description.

Schein (1979 cited by Poranee Keeratibutr, 1986: 3) defined the organization effectiveness as the capability of the organization in surviving, adapting, maintaining and growth for all required tasks.

Mott(1972 cited by Miskel, 1991: 380)gave the meaning of organization effectiveness in term of abilities for producing and adjustment as well as flexibility.

There are other ideas for school effectiveness, for example, Hoy & Ferguson (1985: 131) expressed that the school effectiveness can be considered from (1) high

effectiveness of its students (2) efficiency in resource management (3) the existing of capability in the adjustment toward environment that impacts school, both internal and external (4) the ability to satisfy teachers.

Hoy & Miskel (1991: 398) concurred by stating that school effectiveness was the ability to produce efficient students in learning and in having positive attitude that they could adjust themselves to the tightening environment. School effectiveness also included the ability to correct the internal problems, which was the consideration in term of the overall system.

It can be concluded that the effectiveness does not refer to any particular achievement but the overall system of the organization. However, the school effectiveness according to the educational reform policy in this research is referred as the school achievement from its efficient performances based on the educational reform policy stated in the National Education Act B.E. 2542. The effectiveness is measured from various outcomes from the development of management and administration system, the skill and personnel development, the development of teaching and learning in the style of student centralization. It is actually focused on the overall achievement of the whole system.

2.3.2 Views of the evaluation on school effectiveness according to educational reform policy

School effectiveness is very important for school existence and development. This is based on the fact that different intellectuals express various views on the definition and theoretical perspectives (Poranee Mahanont, 1986: 42) as the following studies.

2.3.2.1 Perspectives and theories of the study on school effectiveness

James L. Price's perspective

Price's idea about school effectiveness was limited to the degree of goal achievement as his consideration was mainly on the outcome

achievement. Another word, he used the school objective as its measurement which was one of the principles in evaluating the effectiveness which included the measurement in the producing abilities, the measurement in benefit outcome etc. Price also suggested that the school effectiveness be based on the following quality of the school.

1. The producing ability
2. The performance of compliance. This meant the maximum or minimum acceptance of school members toward school norms.
3. Moral. This being referred to as the maximum or minimum motives responded back to each school member.
4. The maximum or minimum adjustment abilities. This is the ability that school could respond to changes.
5. The integration. It was referred as the maximum or minimum decision to accept the environmental surrounding that eventually was the existence of school in the long term. Another word, the organization could continue as long as its surrounding accepts its performances and outcome or in this case school performances and outcome.

The theory of Theodore Caplow

The school performance based on Caplow's theory in 1964 was directed to the idea that was called the single theoretical model which was roughly and incompletely constructed but was able to utilize all school analysis regardless of type, size, cultural or historical location. Being expected for largely utilization, Caplow's model recommended that the effectiveness of 2 schools or even one school of the different period of time can be compared and evaluated using the same changing factors which were (1) stability (2) integration (3) voluntarism (4) achievement.

Yuchtman and Seashore's perspectives

In 1967 Yuchtman and Seashore used the ideas about the system and brought it in to the analysis measurement on school effectiveness on the basic foundation that its definition had to be done through the analysis of the relationship between the organization and its environment in the format of open system model.

This was similar with the format used by Katz & Kahn who studied the relationship of the organization and its environment in the form of input-output by targeting at scarce and valued resources. Yuchtman & Seashore, therefore, defined the school effectiveness as bargaining position of the organization which further referred as the abilities of the school in order to obtain the scarce and valued resource from the environment. Another word, it was to estimate the abilities of the school as a system and the abilities to obtain the resource getting system. Thus, school objectives being used for the measurement of effectiveness were not focused. That was because the objectives were created for guidelines or strategies to adjust the school to be in the better bargaining position with the environment. Objectives, here, was not used as a standard to measure the school effectiveness but competition was. Ruchtman and Seashore used the format of competition by saying that school obtaining more environmental resources had high effectiveness. The comparison could be clearly seen in the case where schools were directly competing for the same resource. The compared schools were the schools of different activities or school that were not in the position of competing for the same resource. Nevertheless, if Yuchtman & Seashore perspective is to be used in the future there are points of consideration that must be included in the measurement of different resources which is (1) liquidity (2) stability (3) relevance (4) universality (5) substitution.

Bertram M.Gross's perspective

Gross defined the meaning of effectiveness as the optimum balance between adaptation and maintenance. Therefore, school activities which were used as the measurement for effectiveness had to consist of the following.

1. Resource obtaining.
2. The efficient utilization of input when being compared to output.
3. The output production in the form of service or product.
4. Reasonable implementation of technique and management.
5. Investment in the organization.
6. The implementation of behavioral measurement.
7. The response to different attentions of persons or groups of people.

2.3.3 The evaluation on school effectiveness can be differentiated into 3 following points (Bowditch, 1990: 251; Desler, 1986: 66-71).

2.3.3.1 Goal model of organization effectiveness is the consideration point of whether the organization achieves the effectiveness or not. Another word, the goal model of organization is used as a standard which is the means of using the standard for evaluation that includes the measurement from producing abilities, the measurement from benefit etc. Georgopoulos & Tannenbaum (1975: 53) stated that the measurement for effectiveness must be based more on method and goal model of organization than the external factors of the organization. They found that (1) productivity (2) flexibility of organization in the form of adaptation achievement to suit both internal and external changes within the organization (3) strain free or strong conflict between different small groups or sections within organization could relate or involve in the evaluation of organization effectiveness.

2.3.3.2 The system-resource model of organization effectiveness is the evaluation method of the consideration on organization capabilities in looking for benefit from the surroundings in order to obtain the required resource to meet the organization goal. This method focuses more on input factor than output factor. Seashore & Yuchtman (1967: 337-395) used this idea to measure the organization effectiveness by comparing among organizations to see which one obtained more environmental resources and concluded that such organization achieved the effectiveness. This format of resource comparison will be further revealed in the next topic 4 of “Views, Theories of school effectiveness”.

2.3.3.4 The multiple criteria of effectiveness is the method of analysis the organization effectiveness through multiple means of evaluation called “Multivariate effectiveness measure”. This is the method of comparing major changes that effect organization achievement as well as of trying to demonstrate the relationship of all changes. This effectiveness measurement originated from the idea that organization is a social living system that possesses needs or demands that must be fulfilled in order to survive or to function effectively. This idea has been widely and suitably accepted in the academic area as well as the operational area. Additional study

on the multiple criteria of effectiveness to evaluate organization effectiveness can be further described as the following.

Parsons (1966: 44) demonstrated the organization effectiveness tool called AGIL by stating 4 relating activities to be achieved by organization (1) A: Adaptation to the environment (2) G: Goal attainment (3) I: Integration social stability (4) L: Latency

Campbell(1979)recommended the measurement of organization achievement from 19 changes (1) overall effectiveness (2) quality (3) productivity (4) readiness (5) efficiency (6) benefit (7) growth (8) utilization of environment (9) stability (10) turnover or return (11) absenteeism (12) accident (13) morale (14) motivation (15) satisfaction (16) internalization of organization goal (17) conflict-cohesion (18) flexibility-adaptation (19) evaluation by external entities.

It can be concluded that the above various views of different intellectuals on evaluation of school effectiveness are ultimately the achievement of organization or organization productivity. Therefore, the school effectiveness appears through the learning achievement of the students, which relates to the input of educational reform policy, personnel behavior in school, school administration and school culture as well as goal and implementation strategy. In order to make this research complete with detail and changes, the researcher has adapted many ideas of various intellectuals to utilize in the evaluation of effectiveness in private schools. The adapted ideas include views of Parsons & Campbell on “The multiple criteria of effectiveness” which stated the related activities of goal attainment and productivity to achieve the school effectiveness. It also includes the adaptation from the Act of National Education B.E. 2542 (2nd edition, revision B.E. 2545) section 4-9 stating educational policy, educational management and administration, teacher, lecturer and personnel development, resources, educational investment and technology (The Ministry of Education 2002: 11-30). The research of Porntip Taosuwan (2002: 59) on the topic of “Implementation effectiveness of educational reform policy for primary school Teachers: Case study- primary school teachers in educational region 2” using

educational region 2 which consisted of 4 southern provinces of Yala, Pattani, Naratiwat and Satoon where 143 teachers were part of the research is additionally adapted for this study. This is to study the operational effectiveness according to the education reform project of primary school teachers which consists of 4 sub-components on the reform of (1) management and administration (2) learning and teaching process (3) curriculum (4) teacher career and educational personnel. This researcher has adapted Porntip's work to her frame of dependent factors along with perspective and theory of Parsons & Campbell and the Act of National Education B.E. 2542 (2nd edition, revision B.E. 2545) to her study. On the other hand, the evaluation of school effectiveness includes the following 4 sub-components which can be described in the following detail.

1. The outcome on the development of management system

This means the achievement on the processes that private school administrators utilize them to manage schools according to educational reform policy. The management includes the overall arrangement of the utilization of educational quality assurance, the support and promotion for the utilization of technology for educational development, the improvement of atmosphere, environment, educational related factors as well as the operational evaluation in school.

2. The outcome on the development of career and educational personnel

This means the outcome from the development on teachers to have potential for the learning and training process that leads learners to possess required quality in accordance with the reform policy. The development aiming for standard quality, career morale, supporting and promoting teachers and personnel should be ongoing as well as its evaluation and public demonstration.

3. The outcome on the development of teaching and learning process based on student centered.

This means the outcome of school implementation on teaching and learning in the style of student centered from educational reform policy along with student achievement. The student centered style is operated through the arrangement of various activities for group learners, the arrangement of adaptation learning style, the

program learning, the collective learning on utilizing portfolio that aims learners to practice thinking and correcting problems. The ultimate goal is for learners to create self-knowledge, atmosphere and environmental arrangement to promote learners to continue, class research and practical evaluation as well as internal demonstration for learning and teaching.

4. The outcome of curriculum development

This means the outcome in the development of curriculum according to educational reform policy which includes the curriculum creation or improvement to adjust the learning and teaching method as well as to adjust teaching and learning tools and additional curriculum to suit students. The evaluation for created or improved curriculum, the practical utilization and additional supported activities are also part of this development.

2.4 Views and theories related to influential factors toward school effectiveness

The study on school effectiveness of today is done through the study of theories and researches. The theoretical studies give ideas about organization effectiveness, as theory's objective is the guideline utilization for study as well as implementation. Meanwhile the study outcome will help in improving school administration both theoretically and operationally so the school can have strong foundation based on theory. Another study is empirical research studies which mainly aim at the components of school effectiveness and its interrelationships. Significant views and theories for this study can be described as the following.

2.4.1 Views of Richard M. Steers

Steers recommended the guideline in organization analysis to evaluate for school effectiveness through a process called Process Model which was an unspecific guideline to be applied in various types of school analysis. It is the model with the least limited process ever exist.

Steers' guideline analysis is a multidimensional approach that properly suits the analysis of complicating schools. He additionally recommended changeable variables that can be divided into 4 following main categories.

2.4.1.1 Organization characteristics, which include:

1) School structure

This is the relationship of resources in term of human as determined by school. The analysis on structure must included these following points (1) degree of centralization (2) functional specialization (3) formalization of interpersonal interactions (4) span of control (5) organization size (6) work-unit size.

2) The role of technology.

Apart from the changeable factors of structure, technology in school means tools or mechanisms that schools use in changing inputs into outputs. Technology effecting school achievement could be in many forms which include the different in processing machine utilized in the producing, the different in academic knowledge utilized in activities for various goals, However, the technological differences must be correlated with school structure in the creation of effectiveness.

2.4.1.2 Task environment

This is the second changeable variable which Steers expressed that it was very important for school effectiveness besides structure and technology. Steers divided task environment into 2 levels (1) external environment i.e. various situations on market, economic, politics etc. (2) internal environment which was organizational climate.

2.4.1.3 Individual characteristics

This is the third changeable variable which Steers believed that it is important for organization effectiveness. Individual characteristics were influential to job performance that further led to school achievement or failure. Nevertheless, before further considering Steers' approach, it must be understood first what were things required by schools from its members in order to survive and grow and what were things that individual expected to receive as the return from working for school.

The thing to be considered was the output of interaction between the following two topics (1) individual desire to continuously keep the membership position or Steers called it “the attachment” (2) individual desire in job performance to achieve the school goal or “performance”. It can be concluded that Steers’ approach for the third changeable variable being influential to organization effectiveness is the attachment of school individuals and their performance outcome.

2.4.1.4 Management and performance policy

The last changeable factor which Steers stated that it could help the management to achieve organization goal and effectiveness was the policy in both management and performance. The policy included (1) the specific determination for organization target (2) the arrangement and the utilization of resources (3) the environmental creation for job performance (4) the communication process (5) the state of leadership and decision making (6) organization adjustment and initiation.

Students of both Thai and foreigners have studied organization effectiveness using views and theories about the study of organization achievement as a guideline. The guideline includes the utilization of the famous view of Steers (1977: 8) which stated variables toward organization effectiveness of (1) organization characteristic (2) environment (3) individual (4) management and performance policy. Steers’ views agreed with the study of Man & Lawrence (Man, 1989 cited by Man & Lawrence, 1983: 77) who found that factors related to school effectiveness were characteristics and behavior of teachers, characteristics and behavior of the management, school atmosphere. Reid, et al. (1988: 24-29) similarly adapted their study about factors related to school effectiveness to find various points i.e. factor of the management, environment, teachers, administrators, school etc.

Moreover, each above-mentioned factor additionally contains sub-changeable factors which intellectuals of both Thai and foreigners found that they could be significant variables toward the effectiveness. Some studies found that school size was one of the important variables (Reid, et al., 1989 cited by Barker & Gump, 1964: 164; Coleman, 1966; Garbarino & Asp, 1982; Wicker, 1979) while some mentioned that

the ratio of teachers and students was another important factor and some said that the bio-social character of the administrators i.e. the experience in educational management correlated with the school effectiveness (Amroong Jantawnich, 1984: 98; O'Neal, 1987: 32-62 cited by Nuchnara Ratanasiriprapa, 2000: 112; Pendley, 1985: 98)

Wimpelberg, et al. (1989: 89) had adapted their research study and found that the important factor relating to school effective was the leadership of the administrators which agreed with the study of Weber (1971) who had studied 4 schools in one year and found that the leadership of school administrators was an important factor. Reid, et al. (1988: 24) & Larkin (De Roche, 1987 cited by Larkin, 1984) revealed similar conclusion while Edmond (1979: 15-27 cited by Pirom Chotidang, 2000: 42-47) concluded that the factors that related to school effectiveness were behavior of academic leaders, academic climate and method of learning and teaching that emphasized basic skills. Purkey & Smith (1983: 427-452 cited by Rai Janklad, 1992: 36-38) similarly collected and concluded that the fact of school principal having good behavior in academic leadership was also a significant factor toward school effectiveness.

Everad & Morris (1985: 3-6) expressed their ideas about managing school effectiveness that the management must be able to administrate various internal human factors i.e. the management of contradiction, human development for organizational management as well as the management of changes. Purkey and Smith (1983) had additionally found that having good relationship among teachers in school and integrally planned for the changes were very important factor for school effectiveness. This was agreed with the ideas of Wilson & Corcoran (1988: 57-57), Bower (1987: 27-68) and Larkin (1984: 873) who found that a school effectiveness was the result from the integration of its members.

This researcher has picked the outstanding points from the above-mentioned theories to support her work.

Steers' popular ideas about the relationship between variables and effectiveness included (1) the variable of organization characteristics (2) the variable of environment (3) the variable of personnel (4) the variable of management and performance (Steers, 1977: 8). This idea agreed with the research of Man & Lawrence who found that variables related to school effectiveness were teacher' characteristics and behavior, management characteristics and behavior as well as school climate (Man, 1989: 77-83). Reid, et al., similarly revealed that various variables i.e. management, environment, teachers, administrator, school etc. resulted in school effectiveness (David, 1988: 24-29).

Wimpelberg, et al.(1989: 89) had adapted on various researches and found that behavior of administrators in term of leadership became an important factor toward school effectiveness. Meanwhile, Edmonds had concluded that behavior of academic leaders as well as academic climate and the teaching and learning style of emphasis on basic skills were important. Everard & Morris (1985: 3-6) additionally expressed that school administrators must possess the ability to manage individuals in many issues i.e. the conflict, personnel development, organization management as well as management on changes. Purkey & Smith (1986: 427-452) also demonstrated that school where teachers had good relationship and integrally planned for changes became important variables.

The above various related views reveal that, intellectuals and researchers mostly express similar ideas, yet, some slightly different. However, it can be concluded that variables related to school effectiveness include (1) school i.e. location, school size, ratio of teachers per students (2) administrators i.e. education level, experience, leadership toward colleagues, academic emphasis, corrective measure on conflicts (3) teachers i.e. organization attachment, job performance, motivations. Different opinions and views of various intellectuals and researchers have been adapted and utilized in this research study for the variables that considered relating to school effectiveness according to educational reform policy for primary school in Thailand that must, of course, suit the Thai condition, as the following description.

1. The utilization of educational reform policy in school

School is a social unit or function where a group of people work together to provide a service and perform different activities relating to materials in the producing process. It can be said that organization or school is a place where a group of people integrally works in terms of divisions, information obtaining and giving, sharing in decision making and continuously perform the function toward the achievement especially constructional achievement. Having school effectiveness according to educational reform policy results from the utilization of the policy principles set for school to perform. The effectiveness can be measured from the utilization of management decentralization, the skillful personnel as being specializes or expertise as well as the utilization of technology and equipment.

1.1 The utilization of policy on management decentralization means school management where delegation is performed by providing subordinates the authority to make decision or to perform certain functions within the assigned area. The assigned person can freely make decision and further delegate to his/her subordinates not only to share the responsibility but also to speed up the performance while the organization characteristics are being focused (Kitima Preedilok, 1981: 148-151). The degree of decentralization within each school depends on various variables that can determine the area of authority. Normally, it is believed that this is the matter concerning the management only but practically the management decides what should be delegated and what should be kept for himself/herself. In doing so, there are other involving factors (1) the importance of matter required the decision making (2) the need of single format in following the policy (3) organization size (4) organization background (5) the management philosophy (6) the need to function freely (7) the number of management in the organization (8) control technique (9) the delegation for functioning (10) organization changes (Harodl, et al., 1970: 67)

1.2 The policy utilization to allow personnel to become specialization in certain skill is the idea for science management of Taylor (1911). This idea consists of job division based on person's special skill that can lead to better effective outcome since the opportunity is open for each employee to be expertise in a certain field.

Individual performance will subsequently be part of the possible activities that lead to organization goal (Steers, 1977: 60-61)

1.3 The utilization of technology and materials means the process that school changes raw material or input into output of effectiveness as per its goal. The utilization has to depend on the energy of both machine and human brain which consists of new invention, new technique as well as wide range of knowledge. Such energy is essential in the changes of management in order to train its personnel to be skillful as well as to have proper attitude and adequate knowledge to perform the effective function.

The study in this research is to bring the principle of the utilization of educational reform policy for private school at the level of primary to high school and to adapt views and theories of Steers (1977: 8) for the analysis of school effectiveness. It is also to variables toward school effectiveness in both policy and performance. These variables are (1) the determination of absolute goal (2) resource arrangement and utilization (3) environmental creation in job performance (4) communication process (5) organization adaptation and initiation correlating with the present educational reform policy.

2. Behavior of personnel in school

Behavior of personnel is very important in school productivity to reach the goal of educational reform policy. Steers (1977: 13) had proved that variable effecting directly to the organization achievement was the behavior of personnel in the organization. Personnel in school are the administrators and the teachers, therefore, personnel variables in this research mean the character of activities and feeling of school personnel toward the school. Such character of school personnel is an important component for their performance that can be considered from the self-devotion, self-initiation, job improvement, organization attachment, job performance according to required role and self-motivation for work.

2.1 Self-devotion for work means the attitude of school administrator in performing the function by providing time and caring for the completion of all internal tasks.

2.2 Self-initiation means the stimulation of ideas to create and look for new methods in solving problems. Actually the initiated ideas are for prevention of problems than correction. These ideas also include the utilization of human brain to analyse, understand the definition and conduct the evaluation (M.Bass, 1985: 95). The introduction of new innovations and technologies to be utilized and performed in school to achieve the goal is also the means of initiation.

2.3 Job improvement means to improve the work to properly correlate with community requirement. It is said that although the management achieves the primary step of work but managers still have to create temptation element and allow performers to improve. This is based on the belief that work can always be improved to be better, faster, lesser cost and the least equipment involved.

The characteristic on behavior of personnel in school is important to school effectiveness because behavior leads to job performance that subsequently directs to school achievement or failure. Steers believed that factors showing direct result for school achievement was the behavior of personnel in school. While Katz & Kahn (1966: 114-115) revealed that there were 3 important behaviors that school should respond (1) school must have the capability in recruiting and maintaining qualified human resource (2) school must possess the abilities that can allow personnel to function as dependable role performance while other important element was the estimation ability on both equipment and human matters (3) school required its personnel to possess creative behavior naturally. There are 3 other characters in the personnel that need to be considered (1) the organization attachment (2) role performance (3) motivation.

2.4 Organization attachment means the willingness of individuals in maintaining the membership with school. The organization attachment can be the indicator or the prediction of personnel behavior. The attachment is divided into 2

characters of formal attachment and commitment. The formal attachment appears in the form of being at work at the set time while commitment refers to the serious attachment or intention of the subordinates toward goal, value and objective of the higher authorities and willingly work in that direction to assure that the organization can reach its achievement (Porter & Steers, 1973: 151-176). Factors relating to the organization attachment are 4 characteristics (1) individuals (2) work (3) school (4) experience in working with the school (Anatachai Kongjan, 1986: 36). Steers and Buchan disclosed 3 variables of the sources that led to the organization attachment which were (1) personal characteristic of a person which included the length of time working in school and the desire for life achievement (2) work characteristics i.e. the importance of work, the opportunity to coordinate with coworkers (3) work experience i.e. the reliability of school in the past, feeling of people toward school. It is believed that the individual with high attachment will possess the strong intention in the performance.

2.5 Role performance in organization is the ability that school must possess in order to make its working personnel to rely on and follow the assigned role. This does not mean that everyone will perform his/her duty willingly but will function according to his/her role and responsibility. Steers offered 2 significant variables for this issue which were (1) capability which consisted of element that determined the capability and that is trait and interest (2) role clarity and acceptance which focused that school had to have clear determination while its personnel had to accept the role determination and fully perform the function to reach the goal. Steers also recommended 5 variables of good performance for people in the organization which were motivation, goal, requirement, capability and role clarity. (Steers, 1977: 124-126).

2.6 Motivation, as stated by Gellerman who studied this issue, is the estimation about objectives of a person and such objectives can be seen from the clear goal (Gellerman, 1970: 290). Meanwhile Fulmer & Franklin had concluded 5 methods of how to create motivation which were (1) the old method of focusing on materials than human being (2) the Maslow Theory of the response to human needs (3) the

method of human relation focusing on motivating things than person (4)
Herzberg's method of maintaining morale and creating motivation (5) the method of
expecting the preferences. (Fulmer, 1982: 279)

The principle on behavior of school personnel for private school who are
teaching at the level of primary onto high school is studied in this research by adapting
from the ideas of Katz & Kahn who had analysed factors that had direct impact toward
school achievement. That is the behavior of school personnel where 3 personal
characteristics have to be considered (1) organization attachment (2) role performance
(3) motivation which are agreeable with the present policy of educational reform for
school.

3. School administration

3.1 The encouragement for personnel to focus on development

School administrator alone will not be unable to effectively achieve it
tasks but the coordination of all school departments is required. There must be a
motivation for school personnel to willingly and determinably perform and achieve the
required function as well as a determination for work and processing development.
This can be done by adapting from various steps of the management process.
However, the provided coordination from all staff or the best performance depends
strongly on 3 variables (1)the communication among personnel (2)the coordination
(3)the motivation.

3.2 Varieties of activity arrangements to support teaching and learning

Apart from the normal curriculum, it is mandatory for schools to
additionally arrange the teaching and learning in the style of student centralization in
order to efficiently support teachers and learners to be more developed. Significant
activities should include;

3.2.1 sanitary services and food

3.2.2 guidance services

3.2.3 services to help poor students

Student activities focusing on learners are very important although they are extra from the normal curriculum. This is because those activities can support the learning and create the happy feeling of being at school. Therefore, it is the duty of private school to suitably arrange the supporting activities, based on school condition (The Ministry of Education, 1999: 4-6).

3.3 The cooperation of all concerns for school development

The development leading to school effectiveness is based on school personnel and all concerns to integrally determine, acknowledge and accept views as well as duties, goal along with guidelines in implementation. It is, therefore, necessary for school to arrange the cooperation among all departments including educational management, academic and administration. Moreover, school needs to encourage groups or communities to participate in looking for resources. This is an enormous task for school administrators to perform because school role is changed to the approachable and initiative style by opening itself to the society and allow it to be part of the educational arrangement. Public relation is used as a tool to create good understanding that can eventually result in the development cooperation for private school.

3.4 The systematic evaluation of performances

School reform is obliged to be self-examined and self-evaluated to check the achievement of the planned performances in order to improve and perform better development (The Department of Education, 2001: 41). The evaluation is the final step of the management process and the evaluation outcome is for the management to improve the implementation methods. The principle of the evaluation can be described as the following.

3.4.1 It must be the coverage, that is, the evaluation must be overall and cover all management plans.

3.4.2 It must be continuous through regular evaluation based on steps set in the plan.

3.4.3 The evaluation can be effective if only the management assigns or delegates capable persons to participate in the scheme.

3.4.4 The evaluation plan must be flexible that can be adjusted to situations and conditions. This does not mean the entire changes of context and format to disagree with the objectives of work or project.

Good evaluation can indicate confidence, satisfaction, morale as well as creating strength for school personnel.

The principle of school administration is studied for this research and utilized for private school in the level of pre-primary to high school by adapting views and theories of Steers (1977: 8) who had worked on the analysis of the assistance for organization to effectively achieve the goal. The performances of the organization management need to be adjusted and creative, at the same time, the cooperation from all concerns is required for school development. It is said that Steers' views agree with the present educational reform policy.

4. School culture

Around 1960, the word "Organizational culture" formally appeared for the first time in the English Literature and its meaning was the same as "Organizational climate". Later in 1970, the same word had been listed as the new English word but the meaning changed to "Corporate culture". Since 1982 when the book about corporate culture called "Corporate culture: The rituals of corporate life" by Deal & Kennedy and another book called "In search of excellence lessons from America's best run companies" by Peters & Waterman were distributed, they had become a strong force inviting people from every business to pay more attention to organizational culture, especially in the academic and management business called "School culture (Hotstede, 1990: 286). The idea about school culture is quite new because its conclusion reveals different views and at the same time it abstractly appears in the form of beliefs, values, identity, norms and ideology that exist in person's mind but no one can see or touch. It is in contrast with the understanding of policy, strategy, goal or organization structure that can be clearly seen in the figure form and easy to comprehend. However, various researches and studies disclosed that school culture is acceptable as one of the school indicators toward the efficiency and effectiveness of school (Schein, 1992: 3).

4.1 The word “School culture” or “Corporate culture” has such a profound meaning. Many intellectuals had given different definitions for the word, as the following.

Shils, a sociologist, defined it as the area that is a center of value, beliefs and symbol that effect the structure of activities and behavior of people in school which further develop into norms to determine the working character of a person.

Hotstede (1997: 180) and Soontorn Wongwaisayawan concluded that “School culture” is things containing invention, behavior format, norms, beliefs, value, ideology, understanding and assumption of group of people that make the school members be different from other organizational members.

It is concluded that ”School culture” is an overall way of life for people in organization, that is, the basic hypotheses with standard for members to pursue. It also represents value and mutual understanding which can always be seen and utilize as a guideline for behavior of members to follow. It additionally reveals organizational beliefs that are expected by the organization since it supports everyone to participate in order to maintain and perform the acceptable function as being organization members.

4.2 The component and level of school culture are beliefs, values, identity, norms and ideology which are very difficult to identify the proper characteristics of each. Every school is trying to create self-culture based on the above components as well as trying to have them assist in school achievement. School culture is, therefore, becoming social inheritance that results in performances and behavior of people in school. Upon summarizing the work of Hofstede, et al.(1997: 7-9) it can be concluded that the indicators of school culture that agree with educational reform policy consist of 4 elements (1) symbols (2) heroes (3) traditions (4) values which are used as different dimensions to clearly measure overall variables of private school culture. Hofstede, et al., had divided school culture into 4 elements, by

comparing their division with the onion starting from the outer skin that is the easiest changeable part into the inner skin that is the core and the most difficult part for changing. The 4 levels are (1) symbols which represent everything about school personnel's thought, feeling and mutual understanding i.e. items, words, actions, signs or meaningful events (2) heroes which mean school personnel both alive or ceased as well as both real or imagination who are well respected and guarded as behavioral and practical examples in many characters i.e. good and hard work, punctual, diligent etc. (3) rituals which mean activities that school members simultaneously agree that they are essential for school as they support the creation of integrated emotion as well as control members' behavior i.e. greeting, the respect to others, social and religious traditions etc. The combination of these first 3 elements is called practices as they can be noticed by school outsiders although the real meaning of the elements can accurately be defined by school members only. The number (4) is values which refer to the feelings of school or organization members utilizing as standard of evaluation and deciding whether they should be brought into practice or not since they can lead to the agreeable or disagreeable behavior toward the values. Values are considered the core of school culture

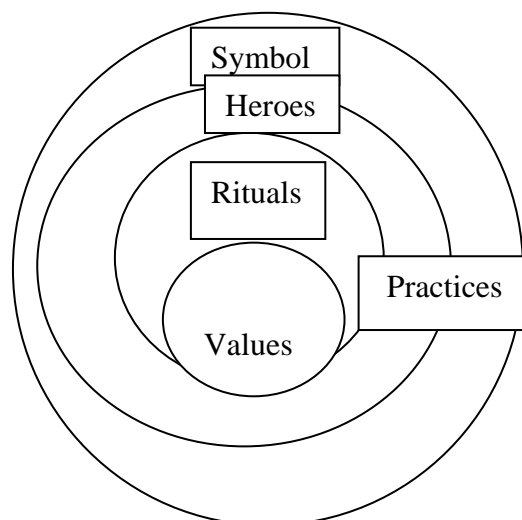


Figure 3 The component format of Hofstede, et al., for school culture.

This research will contain the principle of private school culture, adapting from views and theories of Hofstede (1997: 180) for school at pre-primary level to high school level. The adapted views and theories are variables toward school

effectiveness which include school culture pertaining various elements of behavioral format, norms, beliefs, values, ideology, understanding and assumption of group of people or most people in the organization who integrally set as them a guideline and continuously practice. The activities are expected by the organization that its members will participate and perform efficient functions for the organization existence as well as its effectiveness that agree with the present educational reform policy.

2.5 The related researches

The revision of various researches in regard to influential variables toward school effectiveness according to educational reform policy reveals the following.

2.5.1 The utilization of educational reform policy in school

Sirikan Kosoom (1995: abstract) had researched on the topic of “The creation process of school effectiveness to extend opportunity for primary education” and disclosed that the utilization of school policy correlated with the creating process of school effectiveness. Sirikan expressed that the government and educational concerned departments should set clear policy for basic education in terms of the extended additional numbers of school as well as to support the establishment of all levels of primary school. Accurate amount of budget should also be supported.

Woodward (1985: 152) who found that organizations possess different technologies required different structure and character of personnel relation (Poranee Keeratibutr, 1986: 84) suggested ideas to divide technology based on functional characters that can also be utilized in various organization types. The divided technologies are (1) long-linked technology which possess the character of dependable format among many departments (2) mediating technology which links all independent sections into one system by using the same standard practice (3) intensive technology which possess special character in using the necessities and the requirement of users.

Considering from various variables in using educational reform policy in school, based on the above researches, it can be concluded that the utilization of the

reform policy is influential to private school effectiveness. The hypothesis is therefore set in this research that educational reform policy is influential to the effectiveness of private school.

2.5.2 Behavior of personnel in school

The Office of National Education Commission together with the Office of Private Education Commission (1992: 87) had studied on the effectiveness of managing private education and influential variables toward effectiveness of private school and found that school teachers with high effectiveness mostly possessed Bachelor Degree and taught in the studied majors. Those teachers received the salary based on their degree while school could recruit them according to school requirement. On the other hand, teachers of low effectiveness mostly possessed lower degree. Moreover, the research revealed that personnel were the main variable of effectiveness of private education in general.

Sirikan Kosoom (1995) who had done her research on the “Creating process of school effectiveness to extend opportunity for primary education” reported her finding that the new innovation process for the management of primary education had been accepted immediately by school administrators and teacher groups. As for the topic of the creation of motivation, school administrators had been very supportive to teachers mainly through internal motivation than external motivation.

Porntip Taosuwan (2002) had worked on the topic of “The functional effectiveness according to educational reform policy for primary school Teachers: case study, primary school teachers in region 2” and described that primary school teachers who possessed different educational level with the superior as well as different relationship with coworkers showed functional effectiveness differently at significance level of 0.05.

Horner (1985) focused his study on factors indicating school effectiveness through the division of Parson’ social system theory (Parson) of 4 issues (1) adaptation

(2) goal attainment (3) integration (4) latency. He found that effective school showed good relationship of personnel unity, innovational agreement and understanding of members.

Beilfuss (1986) studied the behavior and activity of successful school administrators for primary school and revealed that the achieved activities of school administrators could be divided into 4 groups. They were (1) activity that focused on the significance of productivity goal (2) activity in utilizing authority and decision (3) activity in organizational arrangement and cooperation (4) human relation activity. The study outcome of Beilfuss obviously showed that successful administrators had good relationship, both personally and overall, with coworkers in performing all activities. He additionally recommended activities to solve and to decide in problems as well as in the communication process with people.

Upon considering variables on behavior of school personnel based on the above mentioned researches, it is concluded that such variables are influential to the effectiveness of private school to place the hypothesis of this research that behavior of personnel in school is influential to the school effectiveness according to educational reform policy.

2.5.3 School administration

Rai Janklad (1992) studied on the topic of “School administrative factor effecting the Functional Outcome of Primary School Administration under Provincial Primary school Office, Petchaburi Province” and found that the factors of personnel character, administrative policy and performance effected the academic performances in school.

Pirom Chotidang (2000) who had studied on the topic of “Influential administrative factors toward primary school effectiveness, under the Office of National Primary School Commission, region 5” revealed that the administrative factors and the school effectiveness were at the high level. Schools utilized the

administrative system of counseling and consult. However, there were two main factors influential to the effectiveness (1) the factor of controlling (2) the factor of the leadership of the administrators.

Nuchnara Ratanasiraprapa (2000) had worked on the topic of “School elements toward effectiveness of high school under the department of common education, region 5” and disclosed that the elements of school administration led to school effectiveness in the area of adaptation and learning outcome as well as work satisfaction. That was because school administration was a format working process that showed systematical sequences aiming at the school achievement and the ability to be existed with changing conditions.

Frederickson (1966) who studied and analysed the organizational effective factors found that employee centered climate in the open communication could be mutually supported as well as the decentralization of authority could lead to better performances of employees. Therefore, the creation of climate, the emphasizing on goal achievement and at the same time providing mutual support as well as activity participation could lead to the increasing of organization effectiveness.

Frienlander & Pickle (Frienlander & Pickle, 1968) who had analysed variables toward effectiveness of 97 small organizations, each with one manager and 4-40 subordinates found and recommended that the effectiveness of organization can be caused by 2 variables (1) the capability in determining the organizational profit (2) the degree of organization value to society. The outcome measured from each variable was analysed through statistic method to look for any relationship with others and was discovered that it was very difficult for the small organizations to achieve the balance relationship between the two mentioned variables.

Considering from the above-mentioned factors on school administration from various researches, it can be concluded that variables of school administration is influential toward private school effectiveness. This researcher, therefore, set an

hypothesis that school administration is influential to private school effectiveness according to educational reform policy.

2.5.4 School culture

Nonglak Ruentong (1992) had studied on “The influence of organization culture toward performances in the district Education Office” and found that the index of organization culture effecting or dominating the performance was the 5 components which were restoration, quality, trust, the feeling of solidarity, and varieties of opinions.

Wilai Maikaew (1995) who had studied on the school culture and the administrative force of being leadership toward performances of primary school discovered that the overall relationship between school culture and school performance appeared positively with significant statistic. This was correlated with the finding of Narongsak Tanomsri (1995) who had studied the topic of “Factors of school culture effecting performances between school and community for high school under the Office of Common School in region 6”. Narongsak revealed that the overall factors were school intention, the possession of quality and the varieties of personnel.

Nuchnara Ratanasiraprapa (2000) had researched on “School elements toward the effectiveness of high school under Common Education Office, region 5” and revealed her main conclusion that the attempt to perform the task according to school factors and its effective goal for high school was at a good standard level. School components and its factors were related with school effectiveness at the significance level of .01. School components and factors of each component toward effectiveness of high school were the respective components of school culture, school administrators, school personnel and school policy.

Banjerd Yuyuenyong (2001) who had done a research on “Organization culture effecting standard of school administration under the Provincial Education Office, Petchburi Province” disclosed that organization culture in school according to

various opinions of school administrators and curriculum teachers was different in the overall picture. Organization culture effecting standard of the provincial school administration was various factors i.e. quality, restoration, organization goal, acceptance and varieties of personnel.

This is to conclude, upon considering on school culture based on the above researches, that variables of school culture are influential to private school effectiveness. The researcher subsequently set the hypothesis that the school culture is influential toward private school effectiveness according to educational reform policy.

It can further be concluded that the research outcome on school effectiveness shows that most of the studies focus on the components and qualifications effecting school effectiveness and the current situations which is part of quantity research. Those are the study of present situation, basic problems emphasizing a part of primary research outcome. However, another part of the functional achievement in school which mainly targets on student accomplishment is very interesting and worth studying as the outcome can be an adaptable foundation to be utilized for guideline of educational development in private school. As for school effectiveness in other countries, it is found that various variables of goals, structure, tasks, school duties, management variables as well as teaching and learning variable are focused. These variables are related to behavior of administrative leaders, and teaching methods. The emphasis is also on the constant following up and evaluation on the progressive of students in order to improve academic climate and the variables of solidity among administrators and teachers which is another indication of school effectiveness.

2.6 Table demonstrates the conclusion of variables, views and theories utilizing in these researches

Different views and theories being revised above can be concluded into various significant variables that correlate with private school effectiveness according to educational reform policy, as the following demonstration.

Table 2 Significant variables obtaining from related views, theories and researches.

Variables	Theories, views and researches
Dependent variable	
The effectiveness of private school according to educational reform policy	<ul style="list-style-type: none"> - Views of Parson (1966); Campbel (1979) - The Act of National Education B.E.2542 - Porntip Taosuwan (2002)
Independent variables	
1.The utilization of educational reform policy	<ul style="list-style-type: none"> - Steers' views on school policy(1985) - Woodward, 1985 - Sirikan Kosoom (1995)
2. Behavior of personnel in school	<ul style="list-style-type: none"> - Views on behavior of personnel in school (Katz & Kahn, 1966; Horner, 1985; Beilfuss,1986; Gellerman, 1970; Steers,1977) - Sirikan Kosoom (1995) - Porntip Taosuwan (2002)
3. School administration	<ul style="list-style-type: none"> - Views on school administration (Steers, 1977) - Tahwin Kuekoolwong (1987) - Rai Janklad (1992) - Pirom Chotidang (2000) - Nuchnara Ratanasiraprapa (2000)
4. School culture	<ul style="list-style-type: none"> - Views on school culture (Hofstede, 1990) - Nonglak Ruentong (1992) - Wilai Maikaew (1995) - Narongsak Tanomsri (1995) - Nuchnara Ratanasiraprapa (2000) - Banjerd Yuyuenyong (2001)

The above revision of definitions and views about school effectiveness according to educational reform policy stated in the Act of National Education B.E. 2542. The consideration is based on administrative system development, the development of educational skills and personnel, the development on teaching and learning process in the style of student centralization as well as the curriculum development. The revision on these writings reveals that the study on the performance guideline for schools under various departments based on educational reform policy has been previously done by different researchers. However, all the former studies did not demonstrate on the level of effectiveness. Hopefully, this research is applicable to allow readers to know the characters of different sizes of private schools along with their outcomes on their compliance with the reform policy. This can be a guideline for improvement and development of Bangkok private schools to be more effective as well as for the suitable adaptation for policy of other private schools that look forward to improving their school performances.

CHAPTER 3

RESEARCH METHODOLOGY

This research on effectiveness of the private school, under Office of the Private Education Commission according to educational reform policy is made in the style of an explanatory research aiming at the study of private school effectiveness and its influential variables based on guidelines of educational reform policy of the Common Education under the office of Private Education Commission. The studied detail can be divided into 5 following parts.

- 3.1 Research populations
- 3.2 Sample group and sampling method
- 3.3 Tools and tools testing
- 3.4 Data collection
- 3.5 Data analysis

3.1 Reseach populations

The populations for this research are private schools of common education that operates from nursery to high school education under the office of Private Education Commission. The schools are divided into 3 sizes of large, medium and small. The data is collected from 187 large schools, 129 medium schools and 115 small schools, a total of 431. Key informant is obtained from school administrators, here are the school principals, through questioning .

3.2 Sample group and sampling method

The sample groups are 104 Bangkok private schools of common education that operates from nursery to high school education under Private Education Commission. The selecting method is a purposive sample which is done through the

consideration if such schools possess suitable reputation of being good schools. Finally, the sampling schools are 47 large schools, 30 medium schools and 27 small schools, a total of 104 schools. This is because the measurement on the effectiveness requires the study of school from nursery to high school and most Bangkok private schools fit this description. Also, upon comparing the number of all private schools nationwide, it is found that Bangkok has the highest number. Subsequently, Bangkok private schools are the best choice for the sample group of this research.

3.3 Tools and tools testing

3.3.1 The creation of research tool

The tool used for data collection in this research is questionnaire and which have been developed through;

3.3.1.1 Studying from views, theories, academic documents and related researches on private school effectiveness and trying to cover maximum research detail and objectives.

3.3.1.2 The area and detail of the questionnaire form are considered from 7 following phases of the frame of thought.

Part1 : Basic information of the private school.

This part consists of 6 questions which include school size, number of personnel, number of students, school validity. The question style is a closed form of choosing one answer from many given choices.

Part 2: Information about the implementation of educational reform policy in school

This part consists of 10 questions which included the questions of scale of 2 scales. The score is:

- 1 mark for practical implementation
- 0 mark for unsure or non-implementation.

The idea of Best & Kahn (1989: 197) for measure base is utilized by dividing, the highest score minus the lowest score, with the number of groups or the required dividing levels, as the following demonstration.

The Formula:

$$\text{The class score} = \frac{\text{the highest score} - \text{the lowest score}}{\text{the number of groups or required dividing level}}$$

- The result of 8-10 means a strong implementation of the reform policy.
- The result of 4-7 means an average implementation of the reform policy.
- The result of 0-3 means the least implementation of the reform policy.

Part 3: The information on behavior of school personnel

This part consists of 10 questions of the 2 scales

- 1 mark for implementation
- 0 mark for unsure and non-implementation.

The level of behavior of school personnel is divided again by using the measure based of Best & Kahn (1989: 197) which is by deducting the highest score with the lowest score and dividing by the number of groups or the required dividing level, as followed.

The Formula:

$$\text{Class Score} = \frac{\text{the highest score} - \text{the lowest score}}{\text{The number of groups or the required dividing levels}}$$

- The result of 8-10 means strong compliance of personnel behavior according to educational reform policy.
- The result of 4-7 means average compliance of personnel behavior according to the reform policy.
- The result of 0-3 means low compliance of personnel behavior according to the reform policy.

Part 4: The information on the compliance of school administrative method

This part consists of 10 questions and 2 scales

- 1 mark for compliance, and
- 0 mark for unsure or non-compliance.

The level division of school administration is done by using the standard scale based on the idea of Best & Kahn(1989: 197) which is by minus the lowest score with the highest score and dividing the result by the number of group or the required dividing level, as the following.

The Formula:

$$\text{Class score} = \frac{\text{the highest score} - \text{the lowest score}}{\text{The number of group or the required dividing level}}$$

- The result of 8-10 means strong compliance of school administration according to educational reform policy.
- The result of 4-7 means average compliance to the reform policy.
- The result of 0-3 means the least compliance to the reform policy.

Part 5: The information of school culture

This part consists of approximately 10 questions of 2 scales that is, existence or non-existence of school culture. The score is given as:

- existence 1 mark
- non-existence 0 mark

The division of school culture is managed by using the standard scale of Best & Kahn (1989: 197) by deducting the lowest score with the highest score and dividing the result with the number of group or the required dividing levels, as followed.

The Formula:

$$\text{Class score} = \frac{\text{the highest score- the lowest score}}{\text{The number of group or the required dividing level}}$$

- The result of 8-10 means the school culture is high
- The result of 4-7 means the school culture is average.
- The result of 0-3 means the school culture is low.

Part 6: The information about private school effectiveness

This part consists of approximately 40 questions and the scale of 2 marks

- 1 mark for effectiveness, and
- 0 mark for unsure or non-effectiveness.

The level division of private school effectiveness is arranged by using the standard measurement of Best & Kahn (1989: 197) that is, to minus the highest score with the lowest score and divide the result with the number of group or the required dividing levels, as followed.

The formula:

$$\text{The class score} = \frac{\text{the highest score} - \text{the lowest score}}{\text{The number of group or the required dividing levels}}$$

- The result of 27-40 means high effectiveness of the private school.
- The result of 17-26 means average effectiveness.
- The result of 0-13 means low effectiveness.

Part 7: The opened form question

This is the part where there are 2 opened-form questions about (1) factors influential school effectiveness (2) recommendation for private school effectiveness according to the reform policy. It includes the utilization of educational reform policy, behavior of personnel in school, school administration and school culture. The character of questions is in general in order to encourage the type of response of idea expressing for problems and recommendation. The result is further brought as a data for this research.

3.3.2 The creating and examining of tool quality

3.3.2.1. It begins with the studying of various writings and related questionnaire forms then, bringing the studied outcome to develop, improve and create new questionnaire form under the advice and counseling of the research advisors.

3.3.2.2 The next step is to examine the content validity of the new created questionnaire . This is done through the assistance of the intellectuals and the

research advisors who examine the content coverage to ensure that it is according to the structure and if the utilized language is appropriate. Afterward, the form will be amended accordingly under the supervision of 3 intellectuals, whose names are stated in the appendix, prior to the actual utilization.

3.3.2.3 Then, the questionnaire form is tried out with 30 private schools which are not the members of the sample group but possess similar population and located in the nearby area of the actual population which actually are the private schools under the Private Education Commission locating in the suburb areas i.e. Nontaburi, Supanburi, Samutprakarn and Nakornpathom.

3.3.2.4 The tried-out questionnaire form is eventually gathered and checked on the quality. This is arranged by looking for reliability value using Kuder-Richardson formula 21 (KR 21)(Kuder-Richardson cited by Boontam Kijpreedaborisuti, 1999: 209).

The Formula

$$r_{tt} = \frac{k}{k-1} \left[\frac{1 - \bar{X}(k - \bar{X})}{k S_x^2} \right]$$

When k = number of questions of the tried-out form

\bar{X} = average value of the total score

s_x^2 = the variable of the total score

The result is:

- The reliability value of the utilization of educational reform policy is .7377
- The reliability value of the behavior of personnel in school is .7394
- The reliability value of school administration is .7858
- The reliability value of school culture is .7685
- The reliability value of private school effectiveness is .8175

The result can be interpreted that if the reliability value is higher than 0.70, it means the level of reliability tool is good and if it is between 0.70-0.80 the reliability tool is very good (Petchnoi Singhchangchai, 1997: 56)

3.3.2.5 Finally, the questionnaire form is reconsidered once again, in accordance with the advice of the research advisors and the intellectuals. This is in order to obtain the most complete and suitable form for further actual utilization.

3.4 Data collection

The following steps are arranged.

3.4.1 A letter asking for permission from the Graduate Studies, Mahidol University to the Office of Private Education Commission, the Ministry of Education is submitted along with the explanation of research objectives as well as the request for approval to collect information from the targeted private schools. Upon granting the permission, the Office of Private Education Commission subsequently issues letters to all targeted schools and asks them to complete the questionnaire forms.

3.4.2 Next, the field trips are arranged by the researcher through contacting direct to the principals or teachers in the schools, explaining the objectives of the questionnaire form and making the appointments to visit them during the 15 June,- 20 July, 2004.

3.5 Data analysis

3.5.1 Quantity analysis of data

3.5.1.1 The first step is to examine the completion and accuracy of the questionnaire form.

3.5.1.2 The second step is to check the score of the form based on the accuracy of the content validity.

3.5.1.3 Then, all data received from the questionnaire form is coded and analysed in the statistic method using the statistical package for social science: SPSS. The statistic value to analyse the questionnaire form consists of the following.

1) Descriptive statistics i.e. the data on school status, the analysis of primary data about population group such as frequency value, percentage value, mathematics means value and standard deviation value.

2) Inferential statistics i.e. the analysis on the relationship of independent variable toward dependent variable using the method of multiple regression analysis.

CHAPTER 4

RESULTS

The research information is collected from 104 private schools of common education starting from nursery to high school under the office of Private Education Commission. All these private schools are located in Bangkok which are considered the most suitable sample for this research. The analysed outcome is categorized into 7 following consecutive phases.

- 4.1 The character of basic information of the private schools under the Office of Private Education Commission according to educational reform policy.
- 4.2 The utilization of educational reform policy in private school.
- 4.3 Behavior of personnel in school.
- 4.4 School administration
- 4.5 The school culture
- 4.6 The effectiveness private school under the Office of Private Education Commission according to the educational reform policy
- 4.7 Influential variables toward the effectiveness of private school under Office of Private Education Commission according to educational reform policy.

4.1 The character of basic information of the private schools under the Office of Private Education Commission according to educational reform policy

The term private school of this research is a private school under the Office of Private Education Commission according to educational reform policy. They are a total of 104 private schools. The outcome analysed from obtained information reveals that almost half is the large-size school (45.2%) while the number of teachers(63.5%) is about 25-95 and 76% graduated with Bachelor Degree or equivalent. Meanwhile, the

school length is about 30-70 years and almost half (43.3%) had passed the step of standard quality assurance of educational standard measurement. Nevertheless, 35.6% had never received evaluation of quality assurance while 20.2% had not passed the standard quality assurance. On the other hand, 89.4% of teachers participated in meetings and seminars about the curriculum based on basic education according to 2001 educational reform policy where such meetings and seminars were with the Office of Private Education Commission while 83.7% attended meetings and seminars arranged within schools and 64.4% attended the meeting arranged by the Office of Education. Only 54.8% participated in meetings and seminars arranged by organizations / departments, detail is demonstrated in the following Table 3.

Table 3 Number and percentage of the sample group categorized from the character of school's basic information

School's basic information	Number	Percentage
1. School size		
Large-size school of more than 1,380 students	47	45.2
Medium-size school of 691-1,380 students	27	26.0
Small-size school of less than 691 students	23	22.1
2. The number of school teachers		
The number of more than 165 teachers	13	12.5
The average number of 95-25 teachers	66	63.5
The small amount of less than 25 teachers	18	17.3
3. Level of education for school teacher		
Lower than Bachelor Degree	1	1.0
Bachelor Degree or Equivalent	79	76.0
Higher than Bachelor Degree	21	20.2
No information provided	3	2.9

Table 3 Number and percentage of the sample group categorized from the character of school’s basic information (Cont.)

School’s basic information	Number	Percentage		
4. School validity				
More than 70 years	14	13.5		
Between 30-70 years	71	68.3		
Less than 30 years	17	16.3		
5. Operational steps for standard quality assurance based on private educational measurement				
Passed the assurance standard	45	43.3		
Have not passed the assurance standard	21	20.2		
Have never been evaluated by assurance standard scheme	37	35.6		
School basic information	Participation		Non-participation	
	number	percentage	number	percentage
6. Teachers’ participation in meetings and seminars about basic curriculum (more than one answer is acceptable)				
Meeting and seminars of Department of education	67	64.4	36	34.6
Meetings and seminars of the Office of private education commission	93	89.4	10	9.6
Meetings and seminars within school	87	83.7	16	15.4
Meetings and seminars arranged by organization/ other offices	57	54.8	46	44.2

4.1 The utilization of educational reform policy in private school

It is found that 51.9% of the private schools utilizes the educational reform policy at a different degree and 94.2% of them arranges their school development plans to correlate with the Act of National Education B.E. 2542 while 94.2% sets the functional frame according to the character of school work and another 94.2% arranges training yearly for all teachers in school to update their knowledge. Meanwhile, 90.4% puts the right man in the right job in accordance with his/her obtained degrees, 88.5% arranges development plan on educational quality using the method of allowing everyone to participate in the plan, 83.7% allows all concerns to participate in school policy and 81.7% arranges personnel to facilitate in technological and equipment utilization for teachers as well as students. More than half or about 61.5 % allows personnel to choose the job to suit their skills and 52.9% arranges technological and teaching equipment for teachers to support every of their teaching. All these detail is demonstrated in the following table 4 and 5.

Table 4 Number and percentage of the sample group categorized from the level of utilization on the education reform policy.

Degree of the utilization on educational reform policy	Number	Percentage
High (8-10 marks)	54	51.9
Moderate (4-7 marks)	45	43.3
Low (0-3 marks)	5	4.8
(\bar{x} = 8.22, S.D.=1.86,max = 120,min = 0)		

Table 5 Number and percentage of the sample group of categorized from each topic of educational reform policy.

Utilization of educational reform policy	functional	unsure	non-functional
1.To arrange school development plan that correlates with the Act of National Education B.E. 2542	98 (94.2)	6 (5.8)	- 0

Table 5 Number and percentage of the sample group of categorized from each topic of educational reform policy.(Cont.)

Utilization of educational reform policy	functional	unsure	non-
functional			
2. To use the method of having everyone participates in the development plan for educational quality.	92 (88.5)	10 (9.6)	2 (1.9)
3. School licensee/ administrators/ personnel /related organizations and parents play the part in setting school policy	87 (83.7)	15 (14.4)	2 (1.9)
4. To determine functional frame according to school character	98 (94.2)	5 (4.8)	1 (1.0)
5. To delegate teachers to the right job, in accordance with their obtained degrees.	94 (90.4)	7 (6.7)	3 (2.9)
6. To allow personnel to choose the job that suits their skills.	64 (61.5)	30 (28.8)	10 (9.6)
7. To arrange training for all teachers in school yearly to update their knowledge.	98 (94.2)	5 (4.8)	1 (1.0)
8. To arrange sufficient technological and teaching equipment to suit the number of teachers.	84 (80.8)	16 (15.4)	4 (3.8)
9. Teachers are arranged to use technological and teaching equipment to support their teaching of every class.	55 (52.9)	46 (44.2)	3 (2.9)
10. To arrange personnel in charge of technological and teaching equipment for teachers as well as students.	85 (81.7)	15 (14.4)	4 (3.8)

4.3 Behavior of personnel in school

It is disclosed that behavior of personnel in the sampling group of private schools is varied as 54.8% shows average level of preference to the educational reform policy, 97.1% can find substituted teachers in case of absentee i.e. sick, personal matter, 89.4% arranges school evaluation on teachers' performances, 85.6% shows that most administrators work overtime. It also shows that 85.6% of administrators creates understanding and intention to perform and achieve their roles and duties that are acceptable to teachers, 80.8% of them support new ideas of teachers that lead to school achievement, 75% arranges the following up on teachers' work, 71.2% award teachers who have no report of absentee and 66.3% of teachers always improves the bad points obtained from the evaluation. All these detail is demonstrated in the following table 6 and 7.

Table 6 Number and percentage of the sample group categorized from the behavior level of personnel in school.

Degree of behavior of personnel in school	number	percentage
High (8-10 marks)	41	39.4
Moderate (4-7 marks)	57	54.8
Low (0-3 marks)	6	5.8
$\bar{X} = 7.62, S.D. = 1.96, \max = 10, \min = 02$		

Table 7 Number and percentage of the sample group categorized from each topic on behavior of personnel in school.

Behavior of personnel in school	compliance	unsure	non-compliance
1. In case there is teacher absentee, the substituted teacher is available for replacement	101 (97.1)	3 (2.9)	0

Table 7 Number and percentage of the sample group categorized from each topic on behavior of personnel in school.(Cont.)

Behavior of personnel in school	compliance	unsure	non-compliance
2. Most administrators work over time	89 (85.6)	13 (12.5)	2 (1.9)
3. Teachers bring in new technology to support the teaching and learning method.	60 (57.7)	42 (40.4)	2 (1.9)
4. The support is given to teachers with new idea that can be advantage to school.	84 (80.8)	18 (17.3)	2 (1.9)
5. Evaluation is arranged to estimate the performances of teachers in school	93 (89.4)	10 (9.6)	1 (1.0)
6. Teachers always improved on unsuitable points according to the evaluated outcome.	69 (66.3)	33 (31.7)	2 (1.9)
7. Teachers intentionally follow up on school outcome.	78 (75.0)	25 (24.0)	1 (1.0)
8. There is a creation of understanding and intention according to duty and role performances until it is acceptable. among teachers in school	89 (85.6)	12 (11.5)	3 (2.9)
9. Awards are given to teachers who never miss work or absenteeism.	74 (71.2)	15 (14.4)	15 (14.4)
10. Teachers are offered free lunch arranged by school	55 (52.9)	9 (8.7)	40 (38.5)

4.4 School administration

It is disclosed that school administration in the sampling group of private schools is varied as about 48.1% the sampling group schools administrate their schools to facilitate average educational reform scheme at a high level, as 94.2% of school administrators jointly evaluate the outcome of school performances in every school year and 93.3% reports the conditions as well as problems to teacher groups. There is 92.3% of teachers that passed the training of new curriculum and submitted the knowledge to the teacher groups, 91.3% annually arranges development plan for school educational assurance, 90.4% arranges joint evaluation of teachers for the performances according to school quality development plan and 87.5% arranges activities encouraging students to focus on regular reading in class. Meanwhile, there is 81.7% that arranges public relation in accordance with the policy of school quality development and regularly inform both parents and teachers in school and 80.8% arranges meeting about functional policy to inform teachers and community and ask them to participate. Clear detail is demonstrated in the following Table 8 and 9.

Table 8 Number and percentage of sample group categorized from the level of school administration.

Level of score for school administration	Number	Percentage
High (8-10 marks)	50	48.1
Moderate (4 -7 marks)	50	48.1
Low (0 -3 marks)	4	3.8
(\bar{x} = 8.17, S.D = 1.77, max = 10, min = 0)		

Table 9 Number and percentage of sample group categorized from each topic of school administration.

School Administration	Compliance	Unsure	Non-compliance
1. To annually arrange quality development plan for school.	95 (91.3)	9 (8.7)	-
2. To report conditions and problems occurring within school to teacher groups	97 (93.3)	7 (6.7)	-
3. To award with prize or certificates to teachers whose performances bring good name to school	169 (66.3)	11 (10.6)	24 (23.1)
4. To arrange appropriate fund and scholarship for teachers to further study or to familiarize abroad.	41 (39.4)	11 (10.6)	52 (50.0)
5. To further inform about new curriculum detail to colleagues by teachers who had attended the training of such scheme.	96 (92.3)	6 (5.8)	2 (1.9)
6. To arrange activities encouraging students to focus on regular reading in classroom.	91 (87.5)	13 (12.5)	-
7. To arrange meeting about operational policy in school and invite teachers and community to participate	84 (80.8)	13 (12.5)	6 (5.8)
8. To organize public relation policy regarding school quality development and regularly inform parents and teachers in school.	85 (81.7)	14 (13.5)	5 (4.8)
9. To invite teachers to jointly evaluate the operational outcome according to school quality development plan.	94 (90.4)	6 (5.8)	4 (3.8)
10. School administrators also jointly evaluate school performances in every education year.	98 (94.2)	4 (3.8)	2 (1.9)

4.5 The school culture

The private school culture reveals that schools of 48.1% possess its school culture that facilitates to educational reform activities at a high point of an average level. Most schools of 88.5% support team work process to achieve their tasks and most teachers are encouraged to express reasonable ideas or contradicting ideas to the team leaders or administrators in performing the tasks and this same percentage goes to the portion of the arrangement to have teachers wear uniform to school. The arrangement of posters containing school mottoes or school resolutions to be hung in classrooms shows the percentage of 84.6 while 82.7 is for weekly tuning on the school song for teachers and students. Meanwhile 73.1% of school teachers pays more attention to the outcome than the operational steps and 70.2% provides outstanding award to teachers whose performances are high praised or who are selected outstanding persons. The following Table 10 and 11 demonstrate information in detail.

Table 10 Number and percentage of the sample group categorized from the level of school culture.

The level of school culture	Number	Percentage
High (8-10 marks)	51	48.1
Moderate (4-7 marks)	49	47.1
Low (0-3 marks)	4	5.8
$\bar{x} = 7.89$, S.D. = 1.78, max = 10, min = 2)		

Table 11 Number and percentage of the sample group categorized from each topic on school culture

The school culture	Existent	Non-existent
1. To hang school mottoes or school resolutions in classroom.	88 (84.6)	16 (15.4)
2. To arrange for teachers to wear uniform to school.	92 (88.5)	12 (11.5)
3. To weekly tune on school song for teachers and students to be familiarized .	86 (82.7)	18 (17.3)
4 To provide outstanding award to outstanding teachers whose performances are praised and exceptional.	73 (70.2)	31 (29.8)
5 To exhibit the achievement of the outstanding teachers as example for others to follow.	69 (66.3)	35 (33.7)
6 To organize students to attend the performance of weekly praying	85 (81.7)	19 (18.3)
7 To organize farewell party to retired teachers every year.	64 (61.5)	40 (38.5)
8 To encourage team work to achieve the task	96 (92.3)	8 (7.7)
9 School teachers pay more attention to the outcome than the operational steps	76 (73.1)	28 (26.9)
10 Teachers are encourage to express reasonable ideas or contradicting ideas to the team leaders or administrators in the task performances.	92 (88.5)	12 (11.5)

4.6 The effectiveness private school under the Office of Private Education Commission according to the educational reform policy

Most or 73.1% of the sampling group from private schools possess high effectiveness in the administration and upon studying in the detail of each effective area, the outcome is demonstrated in the following table 12 and 13.

The first area is the outcome of administrative development system. More than half or 55.8% of private schools has average effectiveness and most of them or 86.5% has school monitoring system, self-evaluation system and educational control management to ensure the effectiveness. These private schools also have the principle of their management by electing the school committee to develop its curriculum and 85.6% of them arranges the educational quality assurance system, strictly follows the Ministry of Education's regulations while 84.6% of the administrators inform their teachers of the school strategic plans.

The second area is the outcome of skill and educational personnel development. It reveals that 64.4% is at the average level of effectiveness and the outcome shows that 90.4% always arranges meeting and plans among teachers of the same group to set the teaching plan for the following year. Meanwhile 84.6% shows the arrangement to have teachers conduct self-evaluation of the previous year performances and 81.7% shows that some curriculum teachers spend extra time outside classes to teach, review and add lessons to some of the low grade students without additional charge.

The other area is the outcome of the development on teaching and learning process of student centralization which reveals that more than half of private schools or 54.8% posses high effectiveness in this matter. The outcome additionally shows that 97.1% organizes the anti-drug campaign for both teachers and students in school and 90.4% allows students to express their ideas or feeling toward their performances which discloses that 80.8% of students know how to choose proper food accord to the nutrient method.

The last area is the outcome of the development of a curriculum which shows that 50% of private schools is at a high level of effectiveness as their curriculum is analysed to correlate with the one of the Education Ministry and 95.2% has been examined by the school principal or assigned persons. The outcome also discloses that 92.3% announces the result of each student learning development on regular basis and 89.4% arranges curriculum administrative plan as a functional guideline of clear detail for all teachers.

Table 12 Number and percentage of the sample group categorized from the level of private school effectiveness according to educational reform policy

The level of score of private school effectiveness	Number	Percentage
The overall picture of school effectiveness		
High (27-40 marks)	76	73.1
Moderate (17-26 marks)	13	12.9
Low (0-13 marks)	15	14.0
(\bar{x} = 29.79, S.D. = 6.50, max = 40, min = 8)		
Skill and educational development		
High (8-10 marks)	22	21.2
Moderate (4-7 marks)	67	64.4
Low (0-3 marks)	15	14.4
(\bar{x} = 2.07, S.D. = .596, max = 3, min = 1)		
The administrative development system		
High (8-10 marks)	30	28.8
Moderate (4-7 marks)	58	55.8
Low (0-3 marks)	16	15.4
(\bar{x} = 2.13, S.D. = .654, max = 3, min = 1)		

Table 12 Number and percentage of the sample group categorized from the level of private school effectiveness according to educational reform policy. (Cont.)

The level of score of private school effectiveness	Number	Percentage
The development on teaching and learning process of student centered		
High (8-10 marks)	57	54.8
Moderate (4-7 marks)	40	38.5
Low (0-3 marks)	7	6.7
$\bar{x} = 2.48$, S.D. = .623, max = 3, min = 1)		
Curriculum development		
High (8-10 marks)	52	50.0
Moderate (4-7 marks)	48	46.2
Low (0 -3 marks)	4	3.8
$\bar{x} = 2.46$, S.D. = .573, max = 3, min = 1)		

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy

The effectiveness of private school	Compliance	Unsure	Non-compliance
The development outcome of the administration system			
1. The administrative principle is available by having the election of the curriculum development committee within school.	89 (85.6)	8 (7.7)	7 (6.7)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy
(Cont.)

The effectiveness of private schools	Compliance	Unsure	Non-compliance
2. School strategic plan is distributed to all teachers in school.	88 (84.6)	12 (11.5)	4 (3.8)
3. The system of educational quality assurance is set strictly according to the regulations of the Ministry of Education	88 (84.6)	12 (11.5)	4 (3.8)
4. The system of monitoring, self-evaluation and educational administration control is available in order to achieve school effectiveness	90 (86.5)	13 (12.5)	1 (1.0)
5. The arrangement of the Internet Information Service Center that provides sufficient service for all required students.	50 (48.1)	31 (29.8)	23 (22.2)
6. Garden containing variety of plants is available as a natural source of knowledge in school.	68 (65.4)	18 (17.3)	18 (17.3)
7. The 5S Campaign is used for the Arrangement of school regulations	56 (53.8)	26 (25.0)	22 (21.2)
8. The arrangement is set for school teachers to evaluate the performance of administrative personnel during last year.	45 (43.3)	21 (20.2)	38 (36.5)
9. The outcome on operational evaluation of different departments during the previous year is reported to teacher group.	85 (81.7)	12 (1.5)	7 (6.7)
10. The report informing the annual operational outcome is arranged and distributed to parents and community	61 (58.7)	28 (26.9)	15 (14.4)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy (Cont.)

The effectiveness of private schools	Compliance	Unsure	Non-compliance
The outcome of skill and educational personnel development			
11. Upon the adjustment or transfer of curriculum, teachers, the concerned teachers are personally notified in advance in order to acknowledge and accept the changes, prior to the actual transferring or changing	83 (79.8)	11 (10.6)	10 (9.6)
12. The meeting and planning among teachers of the same area are arranged to set and plan the teaching and learning of the following year.	94 (90.4)	9 (8.7)	1 (1.0)
13. Curriculum teachers spend extra time outside class to teach, review and add lessons to some of the low grade. students without charge	85 (81.7)	12 (11.5)	7 (6.7)
14. Fund and scholarship are arranged for teachers who want to further their study in Master Degree level that must. correlate with education	51 (49.0)	15 (14.4)	28 (36.5)
15. Teacher training is arranged which includes vocational standard and teacher moral	83 (78.9)	15 (14.4)	6 (5.8)
16. The competition is arranged for teaching equipment of teachers from different areas	59 (56.7)	18 (17.3)	27 (26.0)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy (Cont.)

The effectiveness of private schools	Compliance	Unsure	Non-compliance
17. The application for being members of Academic Association for vocational network	31 (29.8)	30 (28.8)	43 (41.3)
18. Outstanding teachers are awarded and praised	78 (75.0)	12 (11.5)	14 (13.5)
19. The arrangement of self-evaluation among teachers is conducted to monitor their former performances	88 (84.6)	6 (5.8)	10 (9.6)
20. The arrangement of evaluation of school personnel by outsider who can be individuals or a firm	55 (52.9)	9 (8.7)	40 (38.5)
The outcome of the development of teaching and learning process of student centralization			
21. Students know how to collect their work in their portfolio with the completion of the 8 groups of learning requirement	81 (77.9)	21 (20.2)	2 (1.9)
22. The arrangement for students to express ideas or feeling toward their achievement is conducted	94 (90.4)	10 (9.6)	0
23. The teaching and learning method is developed to allow students to enjoy academic award and praised more.	80 (76.9)	22 (21.2)	2 (1.9)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy (Cont.)

The effectiveness of private schools	Compliance	Unsure	Non-compliance
24. There is an arrangement of organization that demonstrates the coordination between school and parents or school and community i.e. alumni association, parent association etc.	75 (72.1)	13 (12.0)	16 (15.4)
25. All students are able to choose their food based on the proper nutrition.	84 (80.8)	19 (18.3)	1 (1.0)
26. Students have ability to do self-research and self- creation.	83 (79.8)	20 (19.2)	1 (1.0)
27. Activities are arranged for students to possess the ability to conduct self-conclusion on knowledge	78 (75.0)	25 (24.0)	1 (1.0)
28. Activities are arranged to allow students to participate in teachers' plan arrangement	76 (73.1)	19 (18.3)	9 (8.7)
29. Anti-drug campaign is arranged in school for both teachers and students.	101 (97.1)	1 (1.0)	2 (1.9)
30. Parents are arranged to participate in student achievement by expressing ideas and suggestion toward the learning contents	81 (77.9)	13 (12.5)	10 (9.6)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy (Cont.)

The effectiveness of private schools	Compliance	Unsure	Non-compliance
The outcome of curriculum development			
31. The curriculum analysis is arranged to correlate with the curriculum principle and is examined by school principal or the assigned persons.	99 (95.2)	4 (3.8)	1 (1.0)
32. Curriculum teachers submit teaching plan to group leader to examine and update	90 (86.5)	12 (11.5)	2 (1.9)
33. Curriculum administrative plan is arranged as a guideline for all teachers along with clear notification.	93 (89.4)	9 (8.7)	2 (1.9)
34. The survey with surrounding communities is always arranged prior to the performances of school curriculum	60 (57.7)	28 (26.9)	16 (15.4)
35. Each teacher conducts classroom research and uses the outcome to develop in the teaching and learning method in each educational year.	77 (74.0)	21 (20.2)	6 (5.8)
36. There is a settlement of school curriculum development committee with clear instruction	88 (84.6)	9 (8.7)	7 (6.7)

Table 13 Number and percentage of the sample group categorized from topic on the level of school effectiveness according to the educational reform policy (Cont.)

The effectiveness of private schools	Compliance	Unsure	Non- Compliance
37. Prior to any teaching class, teachers will check the basic foundation of students and always arrange proper activities ready for them.	85 (81.7)	17 (16.3)	2 (1.9)
38. Person in charge is appointed to follow up on the utilization of school curriculum and continuously report to the school principal	89 (85.6)	9 (8.7)	6 (5.8)
39. The external expert on knowledge measurement is invited to monitor and to arrange training for registration teachers along with regular testing on the achievement	61 (58.7)	23 (22.1)	20 (19.2)
40. Schools regularly announce each students' result and learning development	96 (92.3)	7 (6.7)	1 (1.0)

4.7 Influential variables toward the effectiveness of private school under the Office of Private Education Commission according to the educational reform policy

In studying influential variables toward private school effectiveness according to educational reform policy, 4 independent variables are focused. They are (1) the school performances in regard to educational reform policy (2) behavior of personnel in

school (3) school administration (4) school culture. These variables are analysed to look for the influence of independent variables toward dependent variable i.e. private school effectiveness using multiple regression analysis. In order to test the hypotheses of the influence of independent variables toward the dependent variable, symbol and means are set to replace the statistical value, as followed.

4.7.1 Statistical value utilizing in this research

R (Multiple R) = Multiple coefficient value

R^2 = the estimate coefficient value or variant ratio of dependent variable interpreted by independent variable

b = multiple regression value in the form of unstandardized coefficient

Beta = multiple regression value in the form of standardized coefficient

SSE (SEb) = standard error of regression coefficient; if the value is less, it means the estimation is more reliable than higher value.

F = showing the result of the test on linear regression; if F value shows significance it means the obtained equation is a straight line; to use for a testing of R^2 value

S.E = standard error of the estimation

4.7.2 The examining of the assumption

The dependent variable must show the measuring level of not less than the interval scale and the estimated diversity or the independent variables in the multiple regression analysis. The independent variable is the factor that is adjusted from the nominal scale or ordinal scale that gives the value of 0 or 1 (Wattana Soontornchai, 1999: 199). The utilized variable for this research consists of the following measuring level.

Variable	Measuring level
Independent variable	
The utilization of school's educational reform policy	interval scale
Behavior of personnel in school	interval scale
School administration	interval scale
School culture	interval scale
Dependent variable	
The effectiveness of private school	interval scale

The testing on assumption for MRA (Multiple regression analysis) is done as the following steps.

The variable of the utilization of school's educational reform policy, behavior of personnel in school, school administration and school culture are measured in the interval scale format where all these do not need to have high mutual relation. If their mutual relation is high, it will cause multicollinearity which will make the calculated value of R^2 be less reliable (Sirichai Pongwichai, 2000: 198) as multiple coefficient correlation among independent variable should not be too high (should not exceed 0.70) (Wattana Soontornchai, 1999: 200). The above analysis of the relationship among independent variable through Pearson product moment correlation reveals that there are no pair variable that shows the coefficient correlation of more than 0.70. This is in accordance with the primary agreement of the utilization of the multiple regression analysis, as demonstrated in the following table 15. Therefore, it is concluded that all independent variables can be brought for the multiple regression analysis.

Table 14 The coefficient correlation value of the independent variables

Variables	The Utilization of educational reform policy	Behavior of personnel in school	School adminis- tration	School culture	School effective- ness
The utilization of educational reform policy in school	1.00				
Behavior of personnel in school	.643**	1.00			
School administration	.448**	.567**	1.00		
School culture	.283**	.369**	.601**	1.00	
School effectiveness	.372**	.541**	.594**	.488**	1.00

** p < 0.01

It is also concluded that there are 4 independent variables utilized in the multiple regression analysis which are the utilization of educational reform policy in school, behavior of personnel in school, school administration and school culture.

4.7.3 Influential variables toward private school effectiveness according to educational reform policy

The multiple regression analysis demonstrates that 3 out of 4 independent variables are influence toward private school effectiveness according to educational reform policy. The 3 variables are behavior of personnel in school (b= 1.133, P<. 01), school administration (b= 1.145, P< .01) and school culture (b= .880, P< .01). These 3

variables show positive correlation with school effectiveness which means that if school personnel behavior is high, school administration and school culture are proper, then, the result of school effectiveness is good. However, the utilization of educational reform policy are not influence toward private school effectiveness according to educational reform policy. The comparison of the priority of these variables toward the effectiveness shows that the behavior of personnel in school comes first (Beta = .341), followed by school administration (Beta = .312) , the school culture (Beta = .241) The combination of these 4 independent variables can explain the unstabilization of school effectiveness at 46.7% ($R^2 = .467$) as demonstrated in the Table 15.

Table 15 The outcome of multiple regression analysis for independent variables toward school effectiveness

Variables	Unstandardized coefficients		Standardized coefficients	t	Sig.
	b	Std. Error	Beta		
1. The utilization of educational reform policy	-.194	.356	-.056	-.546	.586
2. Behavior of personnel in school	1.133	.360	.341	3.144	.002
3. School administration	1.145	.358	.312	3.197	.002
4. School culture	.880	.312	.241	2.816	.006
N = 104 S.E. = 4.843 F = 21.653 p < .01 R = .683 R ² = .467					

It is also concluded that can be estimated the private school effectiveness according to the reform policy at the level of significance $P < .01$.

- Behavior of personnel in school would be positive affected to the effectiveness of private school based on the educational reform policy.
- School administration would be positive affected to the effectiveness of private school based on the educational reform policy.
- School culture would be positive affected to the effectiveness of private school based on the educational reform policy

The conclusion reveals that the 3 independent variables of behavior of personnel in school, school administration as well as school culture are influential to school effectiveness in the positive direction. These independent variables can be integrally estimated the private school effectiveness according to the reform policy at the level of significance $P < .01$ which is in accordance with the presumption number 5. However, the variable of the utilization of educational reform policy shows no significance level which is not in accordance with the planned hypotheses.

Table16 The conclusion of analysing on the influential factors toward private school effectiveness and the relative direction among the variables.

Variables	the direction of influence based on the hypotheses	the direction of influence based on the research outcome
- The utilization of reform policy in school.	+	
- Behavior of personnel in school	+	+
- School administration	+	+
- School culture	+	+

Remarks: + = a positive influence

CHAPTER 5

DISCUSSION

The research discussion is categorized, based on the research objectives, into 3 following areas.

- 5.1 Private school effectiveness under the Office of Private Education Commission according to educational reform policy
- 5.2 Influential factors toward private school effectiveness
- 5.2 Non-influential factors toward private school effectiveness

5.1 Private school effectiveness under the Office of Private Education Commission according to educational reform policy

The research outcome of private school effectiveness discloses that most or 73.1% of schools under private education commission possesses high effectiveness in the overall picture. This is because most private schools today are using different factors to help in the school management to correlate with the school curriculum on the teaching and learning method of student centered as well as school personnel development. These are the processes that create effective learning for students that consequently increase school effectiveness. Owing to the current innovation of technology information, it resulted in the National Education Act B.E 2542 and its revision (2nd edition) in B.E. 2545 which has created the practical educational reform. This reform has stimulated the concerned departments, the Ministry of Education, to improve the direction of its development to particularly aim at the effectiveness (input and output). The operational sectors, the office of private education commission as well as schools, response to the policy and measurement i.e. the quality assurance of private school standard which can determine both quality and index of the output as well as factors and educational process as a guideline for qualified school

management. Besides schools, the provincial education also set other measurements for developmental stimulation i.e. the competition among schools under the royal patronage, the competition for outstanding school of different aspects, annual evaluation of school standard with flexible guideline for private school to practice. The evaluation output is utilized as base information for future development planning to improve school effectiveness in order to suit society requirement. All this leads to the competition among schools. Teachers and school personnel of most private schools have to prepare themselves for actions as well as to arrange environmental surrounding to support teaching and learning activities. Since there is no definite format of the best teaching and learning method, teachers and related personnel have to arrange the procedure based on their evaluation and their own created ideas that must be continuously improved (Jamras Nongmark, 2004: 80).

The consideration in detail on each area of school effectiveness reveals that the area of the development outcome of teaching and learning for student centered as well as the development outcome of school curriculum shows that 54.8% and 50% of sampling private schools are at a high level. This is agreed with the study of Nuchnara Ratanasiraprapa (2000: 138-140); Jaras Piewnoi (1998) and Soopachai Srilah (1999) who discovered that the effectiveness of the schools participating in the reform policy were at a high level. It also shows that most private schools are trying to be flexible with the curriculum standard along with teaching and learning activities providing students to participate and to find such activities enjoyable and relaxing. Nevertheless, the weak points of creating process and the measurement process still exist. Therefore, all private schools are recommended to add the creating process into all teaching areas or improving areas or even isolating into one creating area (Kasama Worawan, 2004: 66-67).

The development outcome on teaching career and educational profession shows that 64.4% of sampling private schools is at average level in the effectiveness. This is correlated with the research of Assoc. Prof. Dr. Manee Chaiteeranuwasiri (2004: 12) which was found that problems of the learning reform was the thrusting of practical performance according to the reform policy. The problems are at the area of the development of teachers and educational personnel as the effectiveness is at an

average level in some schools. At the same time, the problems of budget for teachers' training exist, especially in the training for knowledge and understanding of activity arrangement for teaching and learning process. Moreover, the lack of professional teachers in certain subjects such as science, mathematics leads to insufficient number of teachers to match with number of students that teachers from other departments must be transferred to help in the mentioned subjects. The worst problem is that in some schools only school administrators are aware of educational reform policy. Unfortunately, the policy does not channel through to teachers or ordinary educational personnel.

5.2 Influential factors toward private school effectiveness

It is discovered through the research outcome of influential factors toward private school effectiveness that three independent variables i.e. behavior of personnel in school, school administration and school culture become important roles with significant statistical level of 0.01. The research outcome can be described as the following.

5.2.1 Behavior of personnel in school

It is found that behavior of school personnel is the strongest influential factor since it plays an important role in school operation for being the creators of its productivity toward the set target. The idea of school personnel behavior being effected to the performances leading to school achievement was supported by Katz & Kahn (1966: 241) who stated that the school effectiveness and achievement must be because of the response of personnel in school. Such responses include the situations when (1) schools look for and maintain qualified personnel (2) schools provide proper guidelines for personnel to follow according to their roles (3) schools encourage creative and fair behavior toward their personnel. This research outcome shows that behavior of private school personnel is at an average level or 54.8% which is agreed with the research of Jaras Piewnoy (1998: 107); Beilfuss (1986: 1-20); Sirikarn Kosoom (1995: 140); Horner (1985: 181A) who demonstrated that effective

schools had demonstrated a lot of importance to the topic of personnel behavior. The effectiveness occurs when school personnel devote themselves to perform their duties and, of course, their aims are in the same direction of the schools. Moreover, personnel can also acknowledge that the organization responds to their needs. The effective utilization of teachers and school personnel must be based on the right man for the right job as well as allowing them to be part of decision making. The organization must, additionally, seek for opportunities to allow its personnel to attend training or further study, for self-development. This is because it is believed that human naturally want to lead their lives in the positive direction and such need can be a strong force within a person to think and do good things as well as to be better. Personnel of positive and developed thinking will consequently contribute their performances to help the achievement of their school. This is the reason why school personnel behavior is the most important factor for both school effectiveness and achievement.

5.2.2 School administration

This is the second influential factor, next to behavior of school personnel. It is because the private school administrators are presently using the educational quality development plan as an effective tool for their management and that their performances are evaluated annually. Teachers and school personnel are encouraged to focus on the development of teaching and learning process as well as the continuous arrangement of teachers' training in regard to new curriculum to reach the aim of solid achievement. It is found in this research that the overall picture of school administration is at a high level of 48.1%. The result agrees with the views of Steer Theory (Steer, 1977: 8) who had done the analysis to assist the organization to effectively achieve the target. His views included the operational management in the organization by stating that the organization must adjust itself and create new things and at the same time prepare necessary arrangement to obtain participation from all concerns, in order to develop the organization. Hence, his idea agrees with the present educational reform policy, as stated previously in chapter 2. This study outcome is also agreed with the research of Pirom Chotidang (2000: 123) who revealed that influential factors toward primary school effectiveness for the primary schools, in

the overall picture, by using the method of multiple regression analysis, were at the level of significance .05. Similarly, Nuchnara Ratanasiraprapa (2000: 145) found that the element of high school efficiency was, in the consecutive order, school administration, school personnel, school culture and school policy. Moreover, Rai Janklad (1992: the abstract) also found that the administration and operational factors resulted in high performances of the primary school administrators with the level of significance .05

It is clearly shown that private school management is a very important factor of strong force toward both the school efficiency and the effectiveness. The members of school administrators must, therefore, possess the qualifications of effective leadership i.e. the ability to see the character of how a good school should be, the ability to know the core of solid school management that included the seeking for method of school improvement which is the direction to prepare school for any future changes. The management must also thoroughly consider the current existent and performances in order to assure that all activities and policies are in the supporting direction toward the learning achievement according to the set quality and time. Because of this, the management has to support the effective teaching and learning method, the proper operation of various tasks, encouraging teachers to develop their teaching method as well as boosting their morale and creating satisfaction along with creative atmosphere of new methods and new ideas to reach to the qualified private school.

5.2.3 School culture

It is found that this is the third important factor, next to behavior of personnel in school and school administrators. The private school culture includes values, beliefs and ideology for the compliance of teachers, school personnel and students. School effectiveness is actually just one of the outcome conclusions for each school and the effectiveness is unavoidably correlated with values and beliefs that has to be based on the character of school culture and must be related in the supportive form, in order to achieve school goals. The outcome of this research reveals that

private school culture is at a high level or 48.1% which agrees with the views of Hofstede,1990: 286) who proposed that elements of school culture must be the pattern of behavior, norms, beliefs and values of a group of people or a majority of people in school who have together set and complied with such pattern as a school policy. School culture is one of the indicators toward both school efficiency and effectiveness. This research outcome is also agreed with the research of Nonglak Ruentong (1992: 79) who found that the index of organization culture effecting or influencing the performances of the District Education Office which consisted of 4 factors. There were (1) restoration (2) trust (3) feeling of belonging to the organization (4) differences in opinions. However, the research of Wilai Maikaew (1995: 243) demonstrated that the relationship between school culture and school performances for primary school was statistically significance in the positive level for the overall picture. This is agreed with the researches of Narongsak Tanomsri (1995: the abstract); Nuchnara Ratanasiraprapa (2000: 144) and Banjerd Yuyuenyong (2001: 179) who all revealed that the relationship among school cultures effected the performances of high school, in the overall picture of school goals and quality as well as the variety of personnel.

It is obvious that the factor of school culture is nowadays among the top three factors with the behavior of personnel in school and school administration to effect school efficiency. As a result, all private schools focus their attention on creating strong school culture to lead to a fruitful and sustainable achievement. The method of creating strong school culture is systematically done together with the format and long-range outcome although the result may not be seen clearly since it involves beliefs and ideas that are intangible. Therefore, opportunities are opened for teachers and school personnel as well as students to be utmostly aware and participate in the changes and be able to create their school culture utilizing the following steps.

- (1) To analyse present situation and further set a clear.
- (2) To implement any changes by, initially, trying to be accepted by the section head.
- (3) To be attentive and to pay attention to changes that atart from personnel of group level to section head level, then, on to the entire school level.
- (4) In order to measure and improve the creation of school culture, the performances must be correlated with educational

reform policy, that is, to change beliefs, ideas, some activities or policies which are considered the changes of school culture performances.

5.3 Non-influential factors toward private school effectiveness

5.3.1 The utilization of reform policy in school

The study of this research discloses that the utilization of educational reform policy does not influence the private school effectiveness under Office of the Private Education Commission which is not in accordance with the original hypothesis. This level was calculated from moderate to low. It spends much times to understand about the educational reform policy, in details . Some schools may possess the operational plans but still unable to perform accordingly. The outcome analysed from obtained information reveals that 48.1% almost half of private schools do not often use technological and teaching equipment to support their teaching of every class. That leads to an occasional utilization of technology instead of a constant utilization. Meanwhile, the principles in private schools who use the method of having everyone participates in the development plan for educational quality and allow everyone in private school play the part in setting school policy . By the way, almost half of teachers (44.2%) are lacking of the true understanding . the numbers of available technologies and educational media are insufficient when comparing to the numbers of teachers and students of the private schools. Finally, The researcher estimated that the factor of utilization of educational reform policy should be not significance level which is not influences the effectiveness of private school based on the educational reform policy.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

Education, one of the human right issues states that everyone is entitled to an equal opportunity, is the important tool leading to human resource development that can further create better qualifications in a person. The principle that all learners are capable and possessing the ability to be self-developed is assumed in every society. In order for the people and the society to develop toward the set target, the learning reform is created. At the same time, the current innovating trend is also a strong force to push educational reform policy to be taken seriously, practical and planned for the period of 1999-2007. This is the result of the beliefs that the reform policy will be the significant key in human and social development i.e. being people of knowledge seeking in terms of widen perspectives and ideas, moral and knowledge possessions to be in line with the social and global changes. It is also expected that people must have good understanding and qualified to enter the world of international standard. Because of all these, the educational policy which includes the process of teaching and learning, the curriculum development, the process of management along with teachers and personnel development in schools has to be reformed to agree with its new content. In order to achieve and succeed, schools become an important foundation. This is because schools are the operational units in charge of youth who will grow up to be the main source of a country development in the future.

Therefore, the preliminary target of school management is to produce qualified individuals or learners, in the satisfying level that reveal the picture of utmost effectiveness as well as efficiency as it is the heart of the creating process. The maximum or minimum of the achievement is based on both seen and unseen conditions i.e. the utilization of educational reform policy in school, behavior of personnel in school and school administration as well as the unseen element of school culture. All these major components can strongly effect school management. Therefore, this study on private school effectiveness under the Office of Private

Education Commission is done in the format of explanatory research and the outcome is expected to be a guideline for educational quality development for schools that can further be upgraded to be in line with international standard. Following is the objectives of this research that study private school effectiveness under the Office of Private Education Commission and study various influential variables toward private school effectiveness according to educational reform policy under the Office of Private Education Commission.

The population utilized in this research is normal private schools teaching at the level of primary to high school under the Office of Private Education Commission nationwide. Information is collected from major informers who are school administrators or the school principals. The method of choosing the sample group is the purposive sample. This researcher has thoroughly considered and decided that private schools in Bangkok are the best representatives of private schools in the country and they are the most suitable for this study. So, Bangkok schools of 47 large-size, 30 medium-size and 27 small size, a total of 104 schools are chosen.

The data collecting tool is a questionnaire which divided into 7 following phases such as the basic information of private school, information of the utilization of educational reform policy, information of behavior of personnel in private school, private school administration, private school culture, private school effectiveness and problems and recommendation about private school effectiveness. Moreover, the thesis advisors also examine the content coverage that must be agreed with the research structure and to ensure that the utilized language is appropriate. The questionnaire form is, then, tried out with 30 private schools in the suburb area i.e. Nontaburi, Nakornpathom and Supanburi Provinces, then the reliability value is sought using the Kuder and Richardson's KR 21 formula. The reliability value is .8175 for the overall picture. Later, the form is reconsidered and corrected in some points, as advised by the advisors and the intellectuals and further utilized with the sample group

The research data is collected by prior contact with school principals or schoolteachers or teachers in charge and informing them of the reason along with

research objectives as well as the appointment for dates and times of questionnaire conducting. This researcher has done all the data collection by herself between June 15-July 20, 2004.

The analysis shows that the created form is proper and 104 sets are taken for further analysis through the calculation of the necessary basic statistical value i.e. frequency, percentage, arithmetic mean and standard deviation. Multiple regression analysis is used for the analysis of the relationship between independent variables and dependent variable through computer program of statistical package for social sciences: SPSS for window vision 12.0

6.1 Conclusion

The basic information of private schools reveals that an average number of teachers is approximately 25-95 per school and of schools has average number of of teachers graduated with bachelor degree or equivalent. The average year of school operation is 50 years and almost had passed the standard quality assurance. On the other hand, most of teachers participated in meeting and seminars about the curriculum based on basic education according to 2001 educational reform policy where such meetings and seminars were within schools.

The utilization of educational reform policy in private schools demonstrated in the research outcome that the utilization of educational reform policy in school is high. School operation is arranged to correlate with the Act of National Education B.E. 2542 (1999) which includes the operational frame in accordance with the character of tasks as well as the training for all school teachers. There is an arrangement of educational quality development plan and the management system inviting all individuals to participate in the educational quality plan is utilized.

Behavior of personnel in school from the research outcome, it is found that half of schools possesses personnel whose behavior is at a moderate level and the majority teachers in school, can find substituted teachers in case of absentee i.e sick,

personal matter, The most administrators works overtime. It also show that most of administrators create understanding and intention to perform and achieve their roles and duties that are acceptable to teachers. Most of them arranges the following up on teachers' work and they always improves the bad points obtained from the evaluation.

Private school administration reveals that less than half of private schools have a high level of school management. School administrators jointly evaluate school performances every educational year and report the conditions as well as problem occurring in school to teacher groups. There are many teachers passed the training of new curriculum and submitted the knowledge to the teacher groups. Most of schools arranges meetings about functional policy to inform teachers and community and ask them to participate.

Private school culture, that less than half of the private schools have a school culture at the high level Most private schools encourage team work, as well as teachers to reasonably express their ideas or discussion abilities with team leaders or school administrators and this same percentage goes to the portion of the arrangement to have teachers wear uniform to school. Most of teachers pay more attention to the outcome than the operational steps and provides outstanding award to teachers whose performances are high praised or who are selected outstanding person.

The result showed that most or 73.1% of the sample group from private schools under Private Education Commission possesses high effectiveness in the overall picture. The first area is the outcome of administrative development system. More than half or 55.8% of private school has moderate effectiveness. The second area is the outcome of skill and educational personnel development. It reveals that 64.4% is at the moderate level of effectiveness schools. The other area is the outcome of the development on teaching and learning process of student centralization which reveals that more than half of private schools or 54.8% posses high effectiveness schools and the last area is the outcome of the development of a curriculum which shows that 50% of private schools is at high level.

The multiple regression analysis demonstrates that 3 out of 4 independent variables are influence toward private school effectiveness according to educational reform policy. The comparison on the significant levels of independent variables shows that the most influential variables is school personnel behavior ($b = 1.333$, $p < .01$) followed by school administration($b = 1.145$, $p < .01$) and school culture ($b = .880$, $p < .01$)and (Beta = .341, Beta = .312, Beta = .241 respectively). Nevertheless, the variable of the utilization of educational reform policy does not have any effect toward school effectiveness, which is not in accordance with the set hypotheses. The four independent variables jointly explain the variables of school effectiveness at 46.7 % ($R^2 = .467$).

6.2 Recommendations

The researcher has the following recommendations

- 6.2.1 Recommendations to government sector
- 6.2.2 Recommendations to the Office of Private Education Commission
- 6.2.3 Recommendations to personnel in school
- 6.2.4 Recommendations for the further research

6.2.1 Recommendations to government sector

It was discovered that, in the overall picture, the operation on the utilization of educational reform policy is quite high but does not show much effect, when a profound study is conducted. Being the issuance of Acts, Royal Decrees, rules and regulations, the Ministry of Education, from the top management of policy making down to the ordinary staff, must be aware of the going of the reform policy and at the same time the reformation must be correlated with new government policy.

From this research found that the number of supporting equipment, media and technologies are not enough for the requirement of school personnel. Therefore the government should set the measurement to provide assistance, not only for schools but also educational functions. The assistance should include the provision of sufficient amount of basic requirement, encouraging local sectors to have knowledge and learning network centers in the community, and planning an adequate budget for all

educational operations. Finally, the Ministry of Education should improve and develop the learning reform of the learner-centered pattern .

6.2.2 Recommendations to the Office of Private Education Commission

The Office of Private Education Commission can benefit from this research in terms of information in the overall picture of private schools in Bangkok. Most of private schools (89.4%), teachers's participation in meetings and seminars about basic curriculum by the Office of Private Education Commission. The authorities in charge of each area should be able to see the advantages and the limitation of significant information to determine the educational direction of the area development which includes the arrangement of educational resources, the determination of policy in educational quality development, as well as the improvement on the educational development plan, both short term and long term, along with personnel support and development. All these can also encourage private schools to perform self-analysis in order to look for not only their weak points that require improvement but also new methods for self-development. The Office of Private Education Commission needs to arrange the ongoing systems of orientation, following up and evaluation on private schools and reports the outcome of each area as well as the overall area to the concerned functions. The moral boosting activity should be arranged for schools of a high quality standard and, on the other hand, the stimulating activity can be arranged to encourage quality improvement for schools of low standard performances.

6.2.3 Recommendations to personnel in school

The research outcome reveals that, presently, the variable of the behavior of personnel in school has the highest influence toward school effectiveness. All private schools must, subsequently, focus on this issue and try to create strong behavior among personnel that will further result in the solid and sustainable effectiveness. The method of creating the strong behavior among school personnel includes the long-range systematic format that provides opportunities for teachers and all personnel to acknowledge as well as participate in all changes. The steps on development of personnel behavior are as follow: (1)To analyse current situation of school and to set clear objectives. (2) To begin the changes, it can be done by initially overcoming

individual or personal doubts at the section head level. (3) To pay attention to or focus on different level of personnel, in case of any changes, from the level of individuals to groups to section heads onto the whole school. (4) Measurement and improvement through the creation of relationship among school personnel, in order to make fruitful solid behavior, must be correlated with educational reform policy. This includes changing of ideas, direction of activities or performances toward an improvement of effectiveness which is considered as a method of making strong personnel behavior.

Thus, private school administrators, teachers and personnel are able to utilize this research as an evaluation guideline on self-operational behavior to look for any weak points as well as the corrective measurement and new method to improve and develop such weak points. For example, if the student achievement is low then it means that teachers and administrators must conduct self-development by seeking for extensive knowledge, attending seminar for career development, or, school administrator must provide modern technology to support personnel operation and for the mutual utilization of all individuals.

6.2.4 Recommendations for the further research

6.2.4.1 It is expected that this discovery can be utilized for future research through the new research conceptual framework and some additional variables that are related with the above variables i.e. the variable of student quality, the character of an organization, the environmental conditions on teaching and learning activities etc. These variables may be used in the future study on the remaining period of educational reform policy.

6.2.4.2 There should further be more research of the same feature for other school types as well as state schools in order to obtain different information. All information can be integrally considered and utilized for the determination of suitable plan for the country's future education policy. There should also be a comparison between schools of high effectiveness and low effectiveness to know the influential variables toward the high and low performances. This type of research may lead to an improvement in a school operational strategy that can further result in school effectiveness.

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APPENDIX

APPENDIX A

R VALUE OF EACH QUESTION IN THE QUESTIONAIRES FORM

Utilization of the Educational Reform Policy in school		Behavior of Personnel in school		School Administration		School Culture	
No.	R VALUE	No.	R VALUE	No.	R VALUE	No.	R VALUE
1.	0.69	1.	0.74	1.	0.73	1.	0.72
2.	0.70	2.	0.79	2.	0.76	2.	0.77
3.	0.73	3.	0.69	3.	0.73	3.	0.77
4.	0.69	4.	0.71	4.	0.81	4.	0.71
5.	0.69	5.	0.70	5.	0.79	5.	0.77
6.	0.75	6.	0.70	6.	0.75	6.	0.72
7.	0.69	7.	0.69	7.	0.81	7.	0.72
8.	0.73	8.	0.71	8.	0.76	8.	0.73
9.	0.74	9.	0.69	9.	0.73	9.	0.75
10.	0.70	10.	0.70	10.	0.73	10.	0.77

The Effectiveness of Private School							
No.	R VALUE	No.	R VALUE	No.	R VALUE	No.	R VALUE
1.	0.80	11.	0.80	21.	0.81	31.	0.81
2.	0.80	12.	0.80	22.	0.81	32.	0.82
3.	0.79	13.	0.81	23.	0.81	33.	0.81
4.	0.79	14.	0.80	24.	0.81	34.	0.82
5.	0.81	15.	0.80	25.	0.81	35.	0.80
6.	0.80	16.	0.79	26.	0.82	36.	0.80
7.	0.81	17.	0.81	27.	0.82	37.	0.80
8.	0.82	18.	0.80	28.	0.81	38.	0.81
9.	0.80	19.	0.81	29.	0.81	39.	0.82
10.	0.81	20.	0.81	30.	0.82	40.	0.81

The reliability value of this research is between 0.69 - 0.82

APPENDIX B

Questionnaire Form

Topic

The effectiveness of the private school under Office of Private Education Commission according to the educational reform policy

Questionnaire Notification

I, Miss Pornanong Parinyasupakul, a candidate for the degree of master of Arts, major in population education, Faculty of Social Sciences and Humanities, Mahidol University, am studying on “The effectiveness of private school under Office of Private Education Commission according to the educational reform policy” and would like to ask the principal to kindly complete this questionnaire form. All obtained information will be kept secret and utilized only for the purpose of analysis and overall presentation to support the research operation that will not be harmful in any way to the school.

Thanking you for your kind cooperation

This questionnaire form consists of 7 parts.

Part 1 : 6 points on basic information of the private school.

Part 2 : 10 points on the school utilization of educational reform policy.

Part 3 : 10 points on information of behavior of personnel in school.

Part 4 : 10 points on information of school administration.

Part 5 : 10 points on information of school culture.

Part 6 : 40 points on information of school effectiveness.

Part 7 : 2 points on information of problems and recommendations
toward school effectiveness

Your coordination is very much appreciated.

Miss Pornanong Parinyasapakul
Post graduate student, Population Education
Social Sciences and Humanities.
Mahidol University.

Part 1: General Information of the private school.

Please tick (√) in the provided bracket or fill the space with the accurate information.

1. Number of students in school

2. Number of teachers in school

3. Average level of educational degree for all teachers in school;
 - () lower than Bachelor Degree
 - () Bachelor Degree or Equivalent
 - () higher than Bachelor Degree.

4. The number of educational management has been ongoing for.....years.

5. What is your step on the operation of private educational standard quality?
 - () passed the quality standard
 - () do not pass the quality standard
 - () has never been evaluated on quality standard.

6. Have your schoolteachers attended any seminars or meeting on basic educational curriculum B.E. 2544 (2001), based on the educational reform policy, since 2000. (There can be more than one answer)
 - () attending the school seminar arranged by the department of education
 - () attending the seminar arranged by the Office of Private Education Commission
 - () attending the seminar within the school
 - () attending seminar arranged by organization/department (please state)
 -
 -
 - () have never attended any, because.....
 -

Part 2 : Does your school perform any of the following functions?

No.	Statement	performing	unsure	non-performing
1	The arrangement of school development plan is correlate with the National Act B.E. 2542 (1999).....	.....	.....	.....
2	The management method of allowing the participation of all personnel has been utilized in the planning for educational quality development.....	.....	.....	.....
3	Licensee/administrator/school personnel/ related organization and parents participate in the determination of school policy.....	.....	.....	.....
4	The operational frame is determined based on the character of school tasks.....	.....	.....	.....
5	There are assignments for teacher to perform based on his/her studied field.....	.....	.....	.....
6.	Opportunities are provided to each staff to select the task or to perform special function as he/she requires.....	.....	.....	.....
7	Training is arranged annually for all personnel in school to gain their extensive knowledge and ability.....	.....	.....	.....
8	There are many arrangements for technology and educational media, enough to cope with the number of requirement from teachers.....	.....	.....	.....
9	Teachers always use technology and educational media to support their teaching	.....	.....	.....
10	Concerned staff is assigned to facilitate teachers in utilizing technology and educational media	.....	.....	.....

Part 3 : Do teachers in your school perform the following functions?

No	Statement	performing	unsure	non-performing
1	In case of absenteeism of sickness or personal matter, there is always a substituted teacher.....	.....	.....	.....
2	Most school administrators work over time...	.....	.....	.....
3	Teachers regularly bring in new technology to support their teaching and learning method.....	.....	.....	.....
4	There is an encouragement for new ideas from teachers that can be advantages to the school management.....	.....	.....	.....
5	There is an evaluation on teachers' performances based on their achievement...	.....	.....	.....
6	Teachers always improve their weak point(s) obtained from the evaluation outcome....	.....	.....	.....
7	Teachers always follow up on school achievement.....	.....	.....	.....
8	There is a creation of understanding and determination to perform according to assigned roles and the creation is acceptable among teachers in school.....	.....	.....	.....
9	Reward is provided to teacher who has never conducted any absenteeism throughout the educational school year.....	.....	.....	.....
10	Teachers are provided free lunch by the school.....	.....	.....	.....

Part 4 : Does your school utilize the following principle for operational administration?

No.	Statement	performing	unsure	non-performing
1	There is an annual planning for educational quality development.....	.....	.....	.....
2	There is a report of problems occurred in school to all teachers.....	.....	.....	.....
3	Certificate or reward is given to a teacher whose performance brings name to school	.....	.....	.....
4	Different scholarships are arranged for teachers to further study or familiarization trip abroad.....	.....	.....	.....
5	Teachers who had attended the training on new style of curriculum, reported their knowledge to teacher groups.....	.....	.....	.....
6	There is always an activity arrangement to encourage students on reading in class	.....	.....	.....
7	Meetings are arranged on the guideline of internal operation for teachers which additionally attended by community members.....	.....	.....	.....
8	The public relation is always arranged on guideline of educational quality development for parents and teachers.....	.....	.....	.....
9	Teachers are arranged to participate in the evaluation of performances based on educational quality development plan .....	.....	.....	.....
10	The administrators jointly participate in the evaluation of school performances yearly.....	.....	.....	.....

Part 5: Does your school possess the following school culture?

No.	Statement	performing	non-performing
1	Board containing school motto(s) is placed in the classroom .....	.....	.....
2	Uniforms are arranged for teachers to wear while on duty.....	.....	.....
3	School songs are tuned on weekly for teachers and students.....	.....	.....
4	Outstanding reward is given to a teacher whose performance is praised or deserved as being the outstanding person.....	.....	.....
5	There is an exhibition of performance of the outstanding teacher as a role model of others.....	.....	.....
6	Students gather to pray every week.....	.....	.....
7	There is always an annual party for all retired teachers.....	.....	.....
8	There is an encouragement for team work to achieve school tasks.....	.....	.....
9	Teachers focus on the achievement than the operational steps.....	.....	.....
10	There is no fear for teachers to express their reasonable agreed or disagreed ideas with team leader or the management while working.....	.....	.....

Part 6 : Does your school perform the following functions? And what is the outcome?

No.	Statement	performing	unsure	non-performing
	<p><u>The outcome of the development on administrative system</u></p>			
1	<p>There is the management system of selecting the internal committee for curriculum development.....</p>	.....	.....	.....
2	<p>School strategic plan has been announced to all teachers and to ensure everyone acknowledges.....</p>	.....	.....	.....
3	<p>Educational quality standard is arranged, strictly based on the regulations of the Ministry of Education .....</p>	.....	.....	.....
4	<p>The system of internal monitoring, self-evaluation and educational control for school efficiency is available.....</p>	.....	.....	.....
5	<p>Sufficient number of internet network centers is arranged to serve students' requirement.....</p>	.....	.....	.....
6	<p>There is school park containing varieties of plants to be utilized as a natural source of learning in school ..</p>	.....	.....	.....
7	<p>The 5 S campaign is arranged to regularize school functions.....</p>	.....	.....	.....
8	<p>The schoolteachers are assigned to an evaluation on the performances of conduct the administrative officers.....</p>	.....	.....	.....

No	Statement	performing	unsure	non-performing
9	The evaluation outcome of all areas is reported to teacher groups annually.....	.....	.....	.....
10	The annual operation of school is reported to parents and community committee .....	.....	.....	.....
<u>The outcome on educational career and personnel development</u>				
11	The concerned teacher is personally notified if there is any adjustment/transfer on the teaching issue in order to create understanding and acceptance prior to the actual occurrence .....	.....	.....	.....
12	Meetings among teachers of the same group are arranged annually to determine the teaching and learning plan of the coming year .....	.....	.....	.....
13	The curriculum teachers spend extra time to teach and review some lessons for needed students, free of charge.....	.....	.....	.....
14	The scholarships are arranged for teachers who want to further study for master degree in the related field.....	.....	.....	.....
15	Internal training is arranged for teachers in regard to career standard and teacher moral..	.....	.....	.....
16	Internal competitions among teacher groups on the teaching media are arranged.....	.....	.....	.....

No.	Statement	performing	unsure	non-performing
17	The acceptance of becoming member in the teacher career association is arranged.....	.....	.....	.....
18	Outstanding teachers must be praised and recognized.....	.....	.....	.....
19	The arrangement is made for teachers to conduct self-evaluation of the previous year performances.....	.....	.....	.....
20	The arrangement is also made for school evaluation by external individuals or sectors.....	.....	.....	.....
<p><u>The outcome on the development process for teaching and learning of student centered style</u></p>				
21	Students learn to gather all their 8 groups of work in the Port folio.....	.....	.....	.....
22	The arrangements are made for students to express self-opinions and feeling toward their own work .....	.....	.....	.....
23	The learning and teaching development leads to the increasing numbers of academic prizes and recognition among students .....	.....	.....	.....
24	Cooperating organizations are established by school, parents or community i.e. Alumni,Association, Parent Association etc.....	.....	.....	.....
25	All students know the proper nutrition based on nutriment .....	.....	.....	.....

No.	Statement	performing	unsure	non-performing
26	Students know how to create self-knowledge and to seek for additional knowledge.....	.....	.....	.....
27	Activities are arranged for students who can accordingly perform accurate conclusion by themselves on required topics.....	.....	.....	.....
28	Activities are also arranged for students to participate in teachers' plan on learning scheme	.....	.....	.....
29	Anti-drug Campaign is organized in school for both teachers and students .....	.....	.....	.....
30	Parents are arranged to participate in students' performances through providing opinions, recommendations for additional curriculum	.....	.....	.....
31	<p style="text-align: center;"><u>The outcome of curriculum development</u></p> Curriculum analysis is conducted to ensure that it is correlated with the set of the Ministry of Education and that it must be examined by the principal or the assigned person .....	.....	.....	.....
32	Curriculum teachers submit the teaching plan to the group leader to examine and update.....	.....	.....	.....
33	Curriculum administrative plan is arranged as a guideline for all teachers and advance notification is performed for them to clearly acknowledge.....	.....	.....	.....
34	The survey with the surrounding communities is always conducted prior to the creation of school curriculum	.....	.....	.....

No.	Statement	performing	unsure	non- Performing
35	Each teacher conducts self-research of his/her classroom and utilizes its outcome for the learning and teaching development.....	.....	.....	.....
36	There is a clear instruction on the arrangement of the curriculum development team .....	.....	.....	.....
37	Teachers always examine the knowledge background of the students and prepare related activities, prior to class starting.....	.....	.....	.....
38	Responsible staff is assigned to follow up on the utilization of school curriculum and continuously report to the principal.....	.....	.....	.....
39	The external expert on learning measurement is regularly invited to examine, measure and arrange training for registration teachers .....	.....	.....	.....
40	Each student’s learning outcome and development are regularly notified ...	.....	.....	.....

Part 7 : Information on problems and recommendations toward school effectiveness

Note: Please express your opinions on problems and recommendations of various operational areas that effect the following issues on school effectiveness.

1. Problems and recommendations on influential factors toward school effectiveness.

- The issue on the utilization of educational reform policy in school.

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- The issue on behavior of personnel in school

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- The issue on school administration

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.....

- The issue on school culture

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.....

2. Based on the evaluation outcome on school effectiveness, do you expect that your school will create the effectiveness from the following characters?

- The outcome on development of the administrative system

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.....
.....
.....

- The outcome on development of educational career and personnel

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.....
.....
.....

- The outcome on development of learning process in the style of student centered

.....
.....
.....
.....

- The outcome on the curriculum development

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.....

-----Thanking you for completing this form-----

APPENDIX C

Name list of intellectuals who examined the research tool

1. Dr. Seree Preedasak
Department of Policy and Planning
The Office of Private Education
Commission
2. Dr. Orawan Soontornchai
Policy Advisor
Department of Policy and Planning
The Office of Private Education
Commission
3. Dr. Chaub Leechor
Director
The Office of Educational Test
The Ministry of Education

BIOGRAPHY

NAME	Miss Pornanong Parinyasupakul
DATE OF BIRTH	13 December 1976
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTION ATTENDED	Silpakorn University, 1995-1998 Bachelor of Arts Mahidol University, 2001-2005 Master of Arts (Population Education)
POSITION & OFFICE ADDRESS	Section of Primary Education Rajineebon School 1998 – present Position : Teacher 885 Samsen Road, Bangkok.