

Thesis Title	Efficiency in Allocating the Secondary school's Educational Fee
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ABSTRACT

Budget is one of the fundamental bases of administration. Educational fee is just supplementary budget which supports the efficiency of secondary school administration. Yet the allocation of educational fee still lacked efficiency. The purpose of this research was thus to find out an appropriate allocation approach which worked efficiently. The concept of a new rational theory of Cibulka, a budgetary process of Premchand and the MOE's guideline for measuring the program's or project's efficiency, were applied as a composite theoretical framework of the study. A sample drawn were those 35 selected large-scaled secondary schools in Educational Region one. The unobtrusive measures were used as a technique to collect data from the schools' operational plans. In any case where data could not be obtained through the measures or incomplete, the inquiry form in terms of a structured interview schedule was employed. All data collected from November to December 1990, were analyzed by using appropriate percentage, mean and standard deviation Pearson's Product-Moment Correlation and Stepwise Multiple Regression Analysis. The findings revealed that all selected secondary schools certainly

employed the concept of a new rational budget theory as a basis for allocating their budgets and they accomplished highly when implementing the following three main operational plans : educational organization and management, educational quality improvement, and educational supports. Yet they still failed short of qualified personnel to carry out the assigned duty. The schools also lacked updated management information system. It was also found that :

- (1) the setting of goals, objectives and policies were significantly and positively correlated with the plans' accomplishment, and
- (2) the "setting of goals, objectives and policies" itself also effected significantly the effective accomplishment of the given plans' goals, objectives and policies as well.