

# **CHAPTER 1**

## **INTRODUCTION**

### **THE BACKGROUND OF THE PROBLEMS**

The implementation of The National Education Act of B.E. 2542(1999) has contributed to an overall reformation of the Thai Education System. There are considerable changes in the structure of management, reform of curricular, reform of learning process, reform of teachers. According to Chapter 5 Part 1 Section 39 mandates that the Ministry shall decentralize powers in educational administration and management regarding academic matters, budget, personal and general affairs administration directly to the Committees and Offices for Education, Religion and Culture of the educational service areas and the educational institutions in the areas.

Educational institutions under the jurisdiction of government have been decentralized regarding educational administration mandated in Section 40 of the National Education Act of B.E.2542 (1999) and the Amendments (Second National Education Act B.E. 2545( 2002)) that in each institution providing basic education and that at lower-than-degree level ,there shall be a board supervising and supporting the management of the institution, the board shall be comprised of representatives of parents; those of teachers, community and local administration organizations, alumni of the institution, Buddhist monks and those of other religious institutions in the area and scholars. The director of the educational institution shall serve as member and secretary of its board.

According to the ministerial regulations, they were stipulated that the educational institutions where there are no more than 300 students have 9 members of the board while the educational institutions no fewer than 301 students, there are 15

members of the board(The Commission for Basic Education,2004:6-7).This board will participate in educational administration and management for 4 areas regarding academic matters, budget, personal and general affairs .Each member will act as a representative of a community and parents like a stake holder. The members will take part in the management in order to have a transparency in every step of the management on the basis of mutual reliability (The Commission for Basic Education, 2004: 5).

We need to look at all the circumstances surrounding the events nowadays; all the government educational institutions scattering throughout Thailand, most of them are small schools .There are 10,800 small schools all over the country. These schools have been neglected for the past years. At least 6,000 schools have been built for over 60 years so the buildings are mostly ruinous (Adisai Potaramic, 2005: 15). A large number of schools are lacking resources to fulfill the learning opportunities.A lack of teachers is caused by the limiting personnel policy in a government section, the standard criteria for a number of teacher per student, some schools are very far away from teachers' homes. the inconvenient transportation. Consequently, there are only 3-4 teachers in some schools .Teachers at present time have much more work beyond teaching than they were in the past (Boonseub Klindhamma, 2004: 30).

Moreover; it is found that small schools have low- educational quality comparing to normal educational institutions due to lacking of readiness regarding insufficiency of teachers and school buildings, modern materials, equipments, innovative media together with poverty of parents(Policy and Planning Staff,2004: 17)especially in small schools with fewer students than 60 in 6 classes(Elementary level 1-6).This is noted as serious government problems since it costs a lot but the outcome is lower than normal schools (Surachai Tienkhao,2005: 10).Thus; the powerful people who have roles in educational administration have tried to dissolve or

amalgamate small schools into one part of big schools without thinking of difficulty for students to go farther to schools (Adisai Potharamic, 2005: 15).

On the issue of dissolution or amalgamation of educational institutions, Adisai Potharamic, the Minister of Education, disagreed and had no policy to dissolve or amalgamate small schools but to develop them to have high potentiality. However, there were some who were against this and suggested that ways to solve school problems should bear on the responsibility of those who working for those educational institutions, for example, educational institution administrators, teachers, educational institution boards and students' parents. These people should participate themselves to develop and solve some problems rather than coming from outside people's model.(Surachai Tienkhao, 2548 : 10). Since they are stakeholders and are close to the problems so that they know the exact backgrounds. These suggestions are relevant to the need of the government that is emphatic on the basic theme of "multiple participations" (Thaksin Shinawatra, 2548: 10)

Furthermore, the idea of cooperative working for its development and problem solving by people working at schools is in accord with education reform guidelines according to the National Education Act as mentioned above, especially those of educational institution boards comprising of educational institution administrators, teachers, students' parents and community representatives to have participatory roles in educational management in accord with terms stipulated by law.

These terms mainly focus on students participations regarding academic matters, other three issues are held as supporting and promoting capacities in learning and teaching management for students and teachers.

The roles of educational institution school committee regarding academic matters is given to have a participatory role in curriculum development of an educational institution and in learning , teaching in various dimensions ,for instance, providing learning resources both in and outside schools, developing internal quality

assurance system and participating in assessing of educational institution curriculum. The aspects of participatory roles are as follows: expressing opinions, prescribing education needs, suggesting, acknowledging, approving and signing in order to promote and support things that are beneficial for learning and teaching. Lastly, they take actions in supervising, monitoring, inspecting and evaluating of learners.

Based on principle and reality guidelines, the law has stipulated that state educational institutions have to select and appoint educational institution school committee in order to participate in managing education issues with educational institutions since 2546 B.E. Thus, it comes to the interesting points that : whether and how those of educational institution school committee have perceived and understood their own roles and responsibilities; whether and how they participate in educational institution curriculum development, providing learning resources, taking part in developing internal quality assurance system, evaluating educational institution curriculum ,knowing, understanding and performing actions in accord with their powers of monitoring, inspecting and evaluating learners.

It was seen from related studies that community participation was the major role in application of educational institution curriculum, prescribing curricular substance relating to needs of the community and society, local wisdoms .In fact almost of all educational institution boards dare not express opinions nor show suggestions in prescribing curricular substance due to lack of knowledge and understanding of curricular and national education guidelines. They do not understand their roles. They think that the educational matters are duties only of teachers and schools. Most members of the board are in poverty conditions and busy to earn their livings; thus they have no time and are not ready to contribute for these matters.

Additionally, it was found that a school and community hardly have mutual relationship. They have little opportunity to meet and talk to each other. The school has been open for community to participate in limiting role. There has not been co-

operation nor a vivid plan of where and how the community participation should take place. (The Office for Development of Education, Religion and Culture. The Educational Service Area 1, 2545 B.E.)

According to the above conditions and problems, the researcher is interested in studying the school; namely, Ban Doikham School, Mae Tha district, Lamphun province. This school is small with fewer than 120 pupils who are 90 percentage from Karen hill tribe. The school is situated in Karen hill tribe's village where the school service is served for them. The investigating points are : whether and at what level ; the educational institution board has participatory roles in educational institution curriculum development, providing learning resources both inside the school and its community, developing internal quality assurance system, participating in school curriculum assessment together with overseeing, monitoring the pupils' assessment. These findings will be proposed to the educational institution board and personnel of that school in order to know and be guidelines to improve the community participation for the development of the educational institution curriculum and teaching to meet the needs of national education goals.

## **THE RESEARCH QUESTIONS**

1. Whether and how: the educational institution board has participated in academic matters regarding educational institution development. the development regarding learning and teaching in various dimensions; namely, providing learning resources both inside the school and the community, developing internal quality assurance system, educational institution curriculum evaluation, overseeing, and monitoring pupils' evaluation.

2. What are the factors that cause the participation and non participation of the educational institution school committee?

3. How to increase the participation of the educational institution school committee for the development of curriculum and teaching?

## THE OBJECTIVES OF THE RESEARCH

1. To study the procedures of school board participation for the school curricular development and learning and teaching development in Doikham school, Tha Kad sub-district, Mae Tha district, Lamphun province.
2. To study factors causing the board to have more, less or none participation and then proposing the findings to the basic educational school committee at Doikham school.
3. To develop the procedure of school board participation in the development of school curriculum and learning and teaching management at Doikham school.

## DEFINITION OF TERMS

**1. The Participation in Developing Curriculum and Instruction:** the basic educational school committee has taken part in the school management regarding the development of curriculum and instruction as provided by the State in four areas: academic matters which related to the educational institution curriculum development and other academic matters; budget; personnel and general affairs administration. It is related to the instruction of school teachers. The instruction hereafter means the supporting the management of learning and teaching in the school as provided by the State as follows:

**1.1 The participation in developing the educational institution curriculum and other academic matters:** The basic educational school committee has roles and duties to take part in the academic matters which comprise of two sections as follows:



### **Section 1 The Educational Institution Curriculum Development:**

The State provides that the basic educational school committee participates in the stages of curriculum development process as; surveying requirements of learners, communities and in consideration of the basic educational school committee in their meeting(s), then those requirements will be developed to be the educational institution curriculum after having been approved by the BESC; consenting and signing for the approved curriculum documents before implementing, then those documents will be delivered to the office of Educational Service Area; assessing the implementation of the educational institution curriculum;

**Section2 The Development of Other Academic Matters:** The State provides that the basic educational school committee participates in the development of other academic matters according to their provided roles, duties and the framework in two tasks: (1) Providing advice, encouraging and supporting in creating the ambiance, environment, learning process, learning sources and local wisdom. (2) Acknowledging and giving advice about setting and operating the internal quality assurance system of the educational institution in order to use it as a mechanism for developing learning process in the school.

**2. The Participation in Supporting Learning Process:** The basic educational school committee participates in supporting the learning process as provided regarding 3 tasks as budget, personnel and general affair administration.

**2.1 Supporting the Budget:** The basic educational school committee has roles and duties in approving of suggestions about the establishment and spending the budget of the educational institution, and approving of issuing of statutes, regulations, announcements, and codes of practice involving financial administration, the earning income from the school properties or carrying out functions as provided by laws, statutes, announcements in order to use it as a mechanism for supporting the learning management.

**2.2 Supporting the Personnel:** The basic educational school committee has to participate in carrying out with the educational institution as provided by the Teacher Civil Service and Educational Personnel Act B.E. 2547 (2004), Section 26 states that there are four tasks as follows:

- 1) Supervising the personnel administration in the educational institution consistent with policies, rules, statutes, regulations, criteria and procedures as provided by the Commission of Teachers and Educational Personnel (CTEP) in the ministerial level and the Sub-Commission of Teachers and Educational Personnel (SCTEP) in the service area level;
- 2) Proposing the requirements, number and positions of teachers and educational personnel in the educational institution to the SCTEP of the service area;
- 3) Proposing opinions about the teachers and educational personnel administration in the educational institution to the director of the educational institution;
- 4) Carrying out other functions as provided by the above act, other laws or assigned by the SCTEP in the service area.

**2.3 Supporting the General Affairs Administration:** The basic educational school committee has to carry out functions with the educational institution according to six provided roles and duties as follows:

- 1) Providing opinions, advice and consultation on policy-making, the education development plan of the educational institution consistent with policies and plans of the Ministry of Education, the Commission of Basic Education, the Office of Educational Service Area and the needs of communities and localities;
- 2) Acknowledging, providing opinions and suggestions on school activities in concordance with the laws, statutes, announcements, orders together with the policies and plans of the Ministry of Education, The Commission of Basic Education, The Office of Educational Service Area and the needs of communities and



localities; reporting the Office of Educational Service Area when the school does not follow the laws, regulation, statutes, announcements, orders together with policies and plans of the Ministry of Education, The Office of Basic Education Commission, the needs of communities and localities;

3) Providing opinions, advice, cooperating, promoting, supporting of the mobilizing resources for education and overseeing, maintaining, using and earning benefits from school properties as provided by the laws, statutes announcement etc.;

4) Providing opinions, advice and consultations for the issuing of statutes, codes of practice, announcements, guidelines etc. for the operating school activities as provided by laws, statutes, announcements etc;

5) Providing opinions, advice and consultations for the contributing to strengthening the communities and building a report with order institutions in the communities and localities;

6) Carrying out functions with the school affairs as provided by laws, statutes, announcements etc. that belong to be the powers and duties of the basic educational school committee;

**3. The Participation Process:** The basic educational school committee takes part in the provided task framework which comprises of providing opinions, giving advice, acknowledging, promoting, supporting, taking actions, approving, utilizing school properties, supervising, following up and evaluating the school performance. These stages are grouped into six levels of participation: brainstorming, making decision, operating, participating in benefits, evaluating the school performance and acknowledging.

To what extend the basic educational school committee taking part in what level depends on the provided tasks they participate in what roles/duties, for example, some tasks need to be merely acknowledged; some tasks need to co-operate merely

two levels of brainstorming and acknowledging and some tasks need to co-operate for four levels of brainstorming, making decision, operating and evaluating;

**4. The Development of Participation Process:** The carrying out of something or many things in order to activate and help the basic educational school committee take part in the curriculum development of the educational institution and promoting, supporting the learning- teaching management with the school. These procedures follow the provided roles and duties of the basic educational school committee which are the holding of a training session on knowledge about roles, duties of the basic educational school committee; the holding of meeting, a seminar and a discussion to exchange knowledge, opinions and the needs of the basic educational school committee members in order to create knowledge, understanding to develop the participation as provided by the state section:

**5. The Basic Educational School Committee (BESC):** the body of people who are selected to be the representatives of groups, organizations in the community that the educational institution situated. They are appointed according to the provided statutes and the laws to work with the educational institution as provided by the state section. The committee consists of the following persons:

(1) **The Representative of Parents:** parents, either father or mother who uses power to control, of controls as stipulated in the Code of Civil and Commerce. and including the person a student living with or working for.

(2) **The Representative of Teachers:** the professional personnel who conduct mainly teaching and learning working and promoting the learners' learning with various methods in the state sector schools; hereinafter, is the representative of teachers teaching at that educational institution,

(3) **The Representative of Community Organizations:** a community or an organization, defined as that with less than 15 persons, performs useful activities for the benefits of society and community continuously as a whole not less than 1 year as

well as the results of work that are assured by concerned agencies or the Office of Educational Service Area. These organizations must have a certain location in that locality of a sub- district or a district where the school and the students' hometown are situated.

(4) **The Representative of Alumni of the Institution:** The person assured by the educational institution of his/her completion of graduation or used to study in that school.

(5) **The Representative from Local Administration Organization:** the person who is selected to be a member of local administration organization such as municipality, sub-district administration organization, provincial administration organization which are legally established where that school is situated.

(6) **The Representative from Buddhist Monks or Those of Other Religious Institutions in the Area:** the religious person of all religions institutions situated in the same area as the school will present and fulfill the data regarding religious virtues and ethics which placed highly for learning management of the school.

(7) **The Scholar:** a person who is very knowledgeable, possess remarkable ability and experience that will enable the educational institution to manage the education qualitatively and efficiently with the strengthening and sustainability.

(8) **The Director of the Educational Institution:** the person who conducts the administration in that educational institution serving as member and secretary of its board. His/her duties are to provide, revise the report, provide opportunity for each school board member to fully express his/her own roles, arrange the meeting, fully report the meeting results and facilitate the place, materials for the meeting of the BESC board members.

**6. The Small School:** defined as that with less than 120 students. It has 9 school board members. It is 20 kilometers far from the Educational Service Area

Office. It is situated in hill tribe village or any tribesmen. There are hill tribe students studying there and the representative from hill tribesmen is a member of the school committee.

### **EDUCATION ADVANTAGES**

1. Having the conception of accurately participative roles of the basic educational school committee regarding the academic matters and roles and duties as stipulated in different levels.

2. Having the conception of accurately participative roles of the basic educational school committee regarding three areas of tasks: budget administration, personnel and general affair administration and roles and duties as provided by the laws together with the perception of the participatory process in different levels.

3. Having the conception of the participative roles in other functions beyond the mandated roles that influence the learners and the educational development and perceive the participatory process towards those works.

4. Having the knowledge of factor affecting the participation in more or less or none level.

5. The basic educational school committee members and the school will be able to use the research findings in setting a work plan of the BESC participation towards the curriculum development of the educational institution, the promoting the teaching and learning management and the learners' quality development.

6. The relating educational agencies such as The Educational Service Area Office, The Office of the Basic Education Commission can employ the educational participation management of the BESC in the school in accordance directly with the roles as stipulated by the laws.