

Chapter 5

Research Results

Research of Participation of the Committee for Basic Educational Institutions in curricula and school development: Case study Ban Doikham School in Lampoon. Research objective appointed 3 topics. Research procedure started accumulating factual information since School year 2548-2549, total 2 years.

Research result in Chapter 5 is to answer the research objective topic 1 and 2. The research result is specified in 3 sections as below:

Section 1 Process of participation in curricula of educational institutions development;

Section 2 Process of participation in educational supports;

Section 3 Supportive factors and Obstructive factors on the process of participation of the committee for educational institutions.

The research results in each section appear as below:

Section 1 Process of participation in curricula of educational institutions development

During School year 2547-2549, Ban Doikham School has their first 9 persons of Commission for Educational Institutions. The academic role of committee for educational institutions is defined in 2 parts by the government; the curricula development for educational institution and the academic development in school. In each part, the participation of the committee are describing as below.

Part 1 Process of participation in curricula of educational institutions development

Research of Process of participation in curricula of educational institutions development of Ban Doikham School found that the school always has their curricula developed, after the School year is finished, by arranging a meeting between school and the committee of educational institutions to report the result in provided education and to discuss the provided education for improvement in the next year.

The participation in the curricula of the school in pattern of meeting found that the participation of commissioners was not accordingly predicated with the role appointed by the government. As well as, they were not completely participated through the whole process. The researcher presents 3 main issues as following:

- A. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education;
- B. Scope of role for Committee of Educational Institutions: Participate/ non-participate;
- C. Intensive of participation of the Committee of Educational Institutions.

A. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education

The scope of role, for the commission to participate in the process of Curricula Development for Educational Institution, appointed by Ministry of Education appointed, is to “advice suggestions in the curricular development comply with the core of curriculum for basic education and compatible for student needs, community and local expectation”. This is to imply that there are 4 role for the scope of commissioners participation; (1) Survey the community and student for their needs and expectation (2) Report the survey of the community and student needs and expectation to the Committee for Educational Institutions (3) participate considering

the report for its compatible resolution with the core curriculum of basic education and vote (4) certify and sign for approval on the curriculum.

Those 4 roles above is the process of curricula development that the commissioners taking part to complete the process before sending to the Educational Service Area Office and to be use in school.

B. Scope of role for Committee of Educational Institutions: Participate/non-participate.

After considering on the scope of the commissioners' role under the appointed aim by the Ministry of Education found that the Committee of Educational Institutions take part of giving advice and suggestion on academic improvement of the student and in other desirable way but not compatible with the student, community and local demand due to abandonment of the survey before presenting suggestion.

Moreover, the suggestions were not bring to the meeting for discussion, consideration, and vote from the meeting before sending to the Educational Service Area Office and to use in school. The details of participation and non-participation scope of role are being described as following:

1. Participation scope of roles

1.1 Giving advice on student academic improvement

The report found that one of commissioner suggested the school to emphasis on English subject to student without giving any reason. After finished suggestion, there was none of the committee giving any support or discussion against the advice. Formally, any advice being presented, and approved by the committee, is legally will be on process to be use in school. For any advice presented without discussion, the school has their independent decision to continue the process.

1.1.1 Suggestion on student improvement in English Subject

After interviewing with the commissioner who presented this advice, he said “ the student record on English subject is very low, student who finished Grade 6 still unable to read or write English proficiently but it is necessary for Grade 6 student to continue Secondary school. He worried that the harder lesson in Secondary school is making the student in troubles. Further than that, the Secondary school will blame on the inefficient English class provided by the school.

In addition, Ban Doikham School has foreign visitor visiting and supporting the school often to donate either the necessary class supplies, scholarship for poor student and support funds for school developing projects. He wishes the student could be able to talk with them in English.

Finally, though this suggestion has not been approve by all of the school Committee and was not bring to the curricula development for the essence of English subject improvement exceeded beyond the other subject, this suggestion is complied with one of the 8 core curriculum of basic education.

1.1.2 Suggestion on the Essence of Mathematic class complied with the new Curricula

One of the female committee of the school has given an opinion in suggestive way that the essence of Mathematic Learning instructed by the curricula of the school is impractical for ignoring the multiplication table recital and the school should go back to use the former curricula.

However, her suggestions were not bring to discussion and were not consider taking it for advice thus there were no vote for approval from the committee of the educational institutions and was not appointed to school.

The school administrator, on behalf of the secretary for the committee of educational institutions, has his opinion on this issue that even though it

was not pass to vote for approval, the school is bringing this suggestion to be improved practically.

Students are being forced to recite the multiplication table before leaving school every evening. Except on Wednesday, when the school provides an activity for student improvement attend Boy Scout class and doing society service. This issue is evidently noticed by parents who have to pick up their children after school everyday. In addition, this issue is non budgetary need project, the school proceeds this action seriously for student's skill improved on Mathematic.

Furthermore, many of the community representative board said in the same way about not giving any advice on the curricula development, one of them said he does not like nor interested in giving an academic advice because it is complicate and does not have knowledge of the curricula being used, moreover, it is the school responsibility. The school has an administrator and teachers, who have higher education than the committee and have well understanding in the curricula they're using everyday. So, they let the school manage the curricula development without their participation. The commission who advised the Mathematic issue said she advised that to the school without expecting that it will be bring to action or not, she only wanted to express her feeling. She has never known that it is exactly a role of the committee and did not think it is correct or compatible with the core of new curriculum or not.

The participation on giving advice and suggestion seem apparently that the whole committee of educational institution did not bring the suggestion to discuss for approval. So, the school did not take it for curricula development. Except the suggestion on Mathematic, the school took this suggestion and it is being used seriously and no need to involve with improvement on the subject essence and time in class. This also noticed us that the committee of educational institutions lacked of knowledge and understanding in the new curricula of educational institutions.

They were unintentionally taking part on giving advice as a role without realizing for correction or accordance complied with the new curriculum.

1.2 Advice on student behavior improvement

The committee advised that students need to improve their behavior of discipline. This advice is complied with one of curricula development of educational institutions according to the new core that student need to pass this class in order to complete their school record. The school took the advice and put them in the student developing program to develop and evaluate the student. In fact, the committee of educational institutions did not take part on voting for this advice. The details of the commission's participation are being described below:

1.2.1 Advice of student discipline about littering. One of the committee advised the school to emphasize the improvement of student cleanness and neatness. The committee and villagers in the community saw some student leave garbage on the ground both inside and on the way they walk home. School should train them for putting the garbage into the garbage bin.

This advice has not been bringing to approval of the school committee but the school took this to action by finding more garbage bin to locate in many points in the school, posting the procedure in every school buildings such as in the canteen, library, classroom and in the special classroom. The school took this advice for student behavior evaluation by appointing 5 students on duty of the day watching other student to put the garbage in the garbage in. The punishment is cutting down the marks of student behavior and walking for garbage around the school. Including, informed the information to teachers for more emphasize in the classroom and remind them at the school assembly before class, in the morning.

1.2.2 Advice of student grooming discipline. One of the board said the school should put more discipline on student uniform especially not wearing flip-flops to school. He said "every time he went to the city, he saw the student in the city

neatly wear uniform, put on socks and shoes, wishing that our student stop putting on flip-flops to school” He associated with another committee for more budget buying student uniform and student shoes for everyone from the supportive supporters who used to support the school or asking for a budget from Ta Kad Sub district Local Administration Office. This advice has not been bringing to approval of the school committee but the school took it to action listing as a student behavior developing program.

Student behavior is one of the four principles the core of curriculum for educational institutions appointed as a condition that student has to achieve in order to complete their educational level. The 4 principle of curricula consist of the 8 Academic Essences, reading analyzing and writing, activities for student improvement, and student behavior. This is to imply that the advice from the committee of educational institutions is complied with the core of curriculum development of basic education.

2. Non-participation scope of roles

There are 3 parts of non-participation role that the committee of the school are not taking part: survey the student need and the community expectation before presenting to the meeting of curricula development, no participation in considering for taking the advice, no authorization to approve and certify the curriculum documents before using in class and sending to the Educational Service Area Office. The non-participation scopes of role are:

1.1 Non-participation in student and community expectation survey

The advice presented 3 committee for educational institutions, for the academic improvement of 2 subjects; Mathematic and English. And the student behavior about littering and wearing uniforms. These advices were found presented without survey from the 2 groups of student and community.

1.1.1 One of the committee said “never knew that there should be a survey of student need before giving advice and do not know the role that appointed by the government and what to do. The reason for coming to the meeting is because of the invitation from the school and only know that my position is the committee for educational institutions but do not know about the role, authorization and any duty since appointed as the committee the school never inform me this.”

After asking the school administrator, on behalf secretary to the committee, said about the role of the committee that “never knew the role that the Ministry of Education has appointed, and never seen any memo or any guide book for the committee of educational institution and never bring this to talk over the meeting and the school never receive and document.

Moreover the school administrator said, “He has never known that it is a role that the committee needs to do the student survey. That’s the reason he never asked for helps the others committee. One other reason is the school is doing the curricula for educational institutions concerning the core of curricula for basic education of the 8 academic essences for studying and because it is the compulsory education, whether students need it or not the school has to provide it to them. As he is one of the committee on behalf of secretary of the committee, he did not bring this to ask for cooperation from another commission, so nobody know this as well” However, school provide education as usual and aim on the 8 cores of academic essences and another 3 principle of curricula of educational institutions.

This is implying that 9 of the committee for educational institutions did not survey for students needs in education. The reason given is about not knowing that the role is appointed in order to provide education follow the core curriculum of basic education. The school has never known that the committee of educational institutions must participate in the curricula development.

1.1.2 The committee did not survey the community expectation before advising to the school. The opinion and suggestion was a personal opinion and never known that the committee need to do the survey and before bringing it to the commission.

The non participations result happened in every involved personnel, from the Educational Service Area Office, down to the educational personnel in the school and the committee of the educational institutions were not informed for the role and the process of participation. Because, it was a new part of participation and nobody know the role and job description appointed by the Ministry.

1.2 Non participation of the consensus for the advice.

1.3 Non participation in the approval and signing for the curriculum documents.

C. Intensive of Participation of the Committee for Educational Institutions

The participation of the committee for educational institution found that the committee is being participated in 2 levels of participation: Advisory and acknowledgement

1. Advisory participation in 2 ways of advising and suggesting: the evaluative suggestion by estimating that the curriculum is not good enough, and suggested the school to use the former curricula. The advice of emphasize on English language that was actually presented from the commissioner's personal feeling without following the procedure process of curricula development. The suggestion to improve student in English Language and Mathematic were not bring up to discussion for approval. So, the school did not take the suggestion to the curricula development. Except the suggestion on student behavior, the school took it to improve student's behavior and to be a part of the curricula even though it has not been brought to discussion.

2. Acknowledgement: The role of participating in the Quality Assurance System of the educational institutions appointed the committee to acknowledge and suggest the school about the administration and the procedure of the system. However, the Quality Assurance System will be under the school management without bringing to the meeting for suggestion. It will be bringing up for the committee for educational institutions acknowledgement after finishing the procedure.

Part 2 Process of participation in educational supports regarding other academic matters

The Ministry of Education appointed the committee for educational institutions to participate the school development in 2 roles. When analyzing the role under the appointment by the Ministry found the committee have the participation in only some matter. The research result is presenting in 3 main issues as following:

- B. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education;
- C. Scope of role for Committee of Educational Institutions: Participate/non-participate;
- D. Intensive of participation of the Committee of Educational Institutions.

A. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education

The Ministry of Education appointed the Committee for Educational Institutions to participate the school academic development in 2 ways:

- 1. Giving advice, encourage and support the school to create the ambience, environment, instructional media, learning process, learning resources, and local wisdom for school academic improvement regularly.

2. Acknowledge and giving opinion on the administration and procedure of the Quality Assurance System in the school.

The analysis of the scope of role for the Committee of Educational Institutions is being appointed in 3 scope of role: (1) Giving advice (2) encouraging and supporting (3) acknowledgement

B. Scope of role for Committee of Educational Institutions:

Participate/ non-participate

The scope of role that the committee are taking part for the first role is giving advice, encourage and support the ambience, environment, learning process and learning resource in the school. The role that the committee have non participation is the advice on using local wisdom for the curricula in education.

The second role is acknowledgement on the Quality Assurance System of the education in the school. However, the committee have no authorization on giving any advice.

1. Participated scope of role

The participation process of the committee for educational institutions was taking part since School year 2547 until 2551, continually. Almost every suggestion and discussion got the attention from the meeting and considered approved to be use in the school. The participation of the committee being participated as following:

1.1 Participation in giving advice, encouragement and supports on:

1.1.1 The committee for educational institutions participated in supporting 2 educational encouragements for student

(1) Suggestion for student field trip by the chairman of the board and requested supporting fund from the community. This suggestion has

been discussed thoroughly; one of the female committee agreed with this and expressed her idea of taking the parents or guardian on the trip with students. One of the male committee disagreed and commented that parents should support their own expenses if they wanted to take the trip. The Representative of the Local Administration Organization Office gave his opinion supported this suggestion and added his suggestion that all of the committee should attend in the trip to be able to discuss the experience. This project was approved and took action.

(2) Buying more computers and connect the Internet connections for student self-access. Computer is one of a mandatory class in the curricula but 3 computers given from Governmental section was not enough compare with the number of the student. The committee for educational institutions raised funds and supports from many sources and later able to buy another 7 computers.

1.1.2 Provided learning source such as mushroom nursery, frog and fish pond, library renovation and expansion. The representative of Religion told the researcher that he advised this project and offered to support all expenses of this project. It was approved and planned on the year plan. The construction started since school year 2548-2551.

1.1.3 Created the school ambience and environment as an educational support for student. This project was presented from the school to discuss with the committee. The committee advised and suggested the pattern and pointed out that this project might not have to raise any funds because the committee could offer helps and bring the material they have to school. The school had finished the ambience improvement in

(1) Building development such as painted the building, putting quarry tile, library decoration, built a school wall, expanded the classroom for pre-elementary and built more toilets

(2) Environment improvement such as built a playground, built an incinerator, planting around the school area, and re-arranges the garden and cement road in the school from Entrance to Exit.

1.2 Acknowledgement of the Quality Assurance System in the school

The scope of role was only acknowledgement and giving advice on the quality assurance system but the school never noticed that the Ministry of Education gave this authorization to the Committee. They have done all the procedure and only report the committee for acknowledgement. The committee themselves were also never been noticed that they have the right. In final, they had no objection.

2. Non-participated scope of role

2.1 The commission for educational institutions has no authorization to advise, encourage, support the local wisdom to put them in the curricula for 2 reasons.

Firstly, both of the commission for educational institutions and the school has never talked about bringing the local wisdom to be a part of the curricula officially. The commission has never known their role of giving advice, encouragement and support the local wisdom to education. The school has never noticed that the commission must participate in this issue.

Secondly, since School year 2546 – 2548 was the very beginning of the curricula development of educational institutions, the school abandoned local scholar and local wisdom to be one of the curricula for educational institutions. Only left them to teacher's choices of selection in the class and emphasized only on the 8 core curricula essences as it was appointed mandatory by the Ministry for the National Basic Education.

2.2 The commission has no participation on education and the procedure of Quality Assurance System referred to the report above found that the

scope of role for the committee of educational institution on local wisdom development in the school is only to acknowledge and giving opinion on the project.

C. Intensive of participation of the committee for educational institutions

The academic participation of the commission being described on Section 2 found the scope of role participated by the commission on the academic improvement can be categorized in 4 levels as following:

1. Brainstorming participation: The committee of educational institutions gave their opinion and suggestion on the educational ambience and environment in the school, arranged the field trip, bought more computers and connected the Internet connection. Suggestion on the mushroom nursery, frog and fish pond for learning by doing

2. Considerate participation: Participated in making decision and vote for approval to pass the issue to the school and planned the budgetary for every project through the whole school year for the next meeting.

3. Participated in action: The committee of educational institutions physically participated in every approved suggestion.

4. Participation in acknowledgement: This is the lowest level of participation of the committee in the School Quality Assurance System. For only acknowledge without authorization to advice or expressing opinion.

In conclusion

There are 2 academic participations of the committee of educational institution: The curricula development of education institution, another academic improvement in the school. The committee take their role in participation in the meeting, acknowledge the report and accept the curricula of the educational institution.

2 suggestions from the committee have not been bringing to discussions; the school then did not take it all for the curricula improvement which was the student improvement on English and Mathematic subject. The other suggestion without discussion for approval was taken to be a part of curricula development for student discipline. The school took the suggestion to improve students in the discipline of grooming and littering. However, the school did not bring the accomplished curricula to the approval and certify by the committee, they were only report to the committee. Finally, the committee for educational institutions had their role only in 2 levels: conclusive participation and acknowledgement.

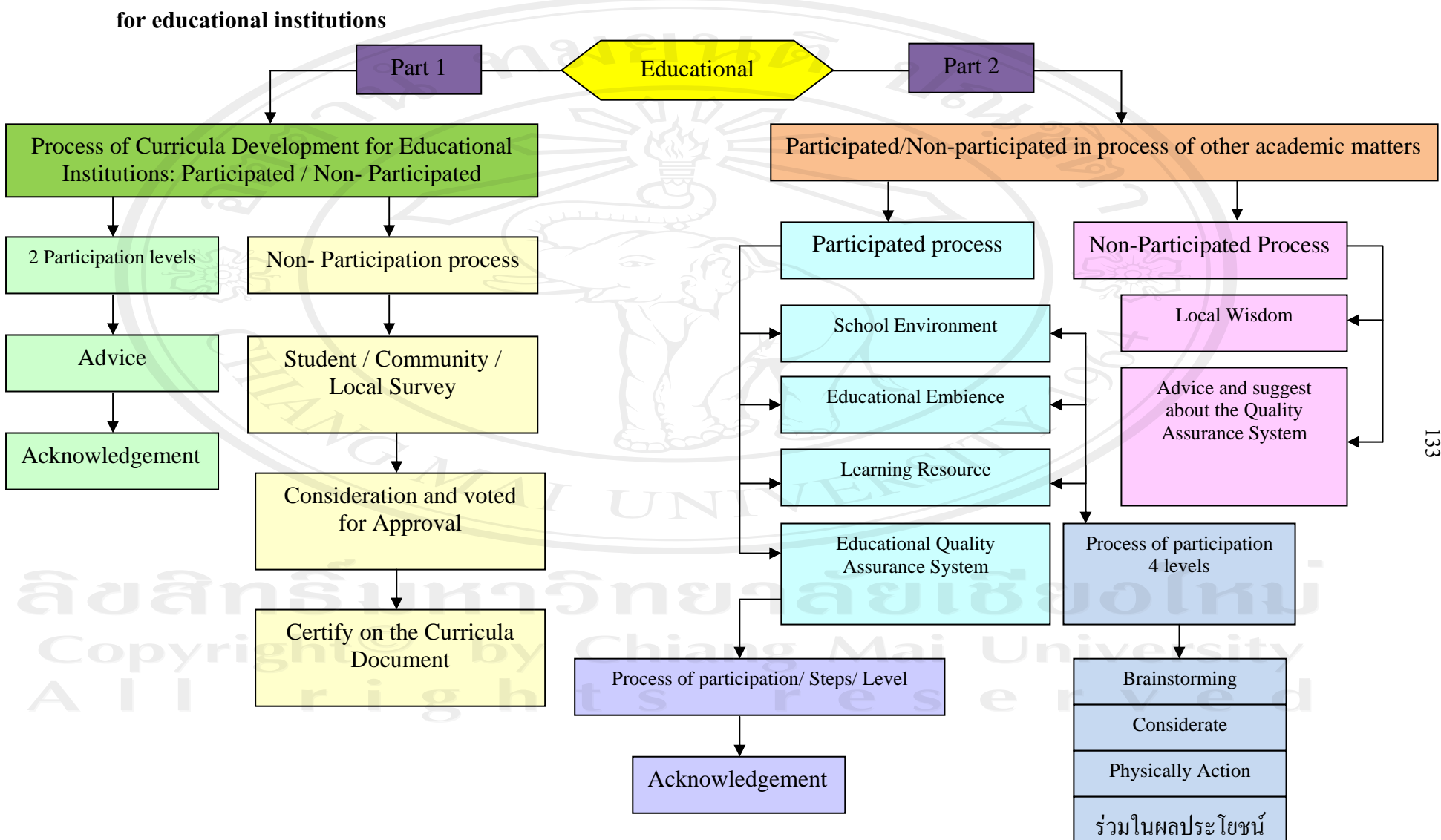
For the participation in another academic improvement in the school found that the Committee for Educational Institutions had their role of participation in giving advice on the school ambience and environmental improvement and development of the learning resource. Nonetheless, the committee for educational institutions had no participation in advice and suggest the Quality Assurance System. They only acknowledged that the school has followed this procedure.

The overall image of the academic improvement participation of the committee for the educational institutions is categorized in 4 levels; the brainstorming participation, the considerate participation, the participation in action and the participation by acknowledgement.

The analysis of the research results on the process of participation in education of the curricula development of educational institutions and the other academic improvement in school under the scope of role appointed by the Ministry found that the Committee for Educational Institutions has their participated role and non-participated role in the process of the curricula development.

The overall image on picture 16 below should be a well described of this participation:

Figure 16 Overall image of participated and non-participated role in educational improvement of the curriculum development



Section 2 Process of participation in educational supports

The role of the Committee for Educational Institution to support the education development involved in 3 fields: Budgetary, Educational Personnel, and General administration. In each fields, the participation and role of the Committee is being scoped to specify their role in association with the school administration which is categorized in 4 sections:

Part 1 Process of Participation on Budgetary;

Part 2 Process of Participation in Educational Personnel;

Part 3 Process of Participation in General Administration;

Part 4 Process of Participation in Educational Support.

Part 1 Process of Participation on Budgetary

The supported funds is being distributed from the Governmental Section depends on student actual headcount. Ban Doikham School is a small school, less than 120 students were enrolled. The low budget is supported in a small amount accordingly. The budget is distributed to be use for the whole School year of monthly cost of the school public utility and telephone call charges. And some part of budget is for the curricula development and educational supports. This led the school to face the problem of insufficient budget to support the education improvement. The school was in necessary asking for support from the Committee of Educational Institutions directly and indirectly. Directly was asking for the personal support from the Committee of the school for money and also physically need their hands. Indirectly, was asking the Committee for helping in funds raising and finding instructional media.

The research found the scopes of 2 roles were appointed to the Committee on the school budgetary participation.

A. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education

B. Scope of role for Committee of Educational Institutions: Participate/non-participate.

A. Analysis of the scope of role for Committee of Educational Institutions under the appointment of Ministry of Education

The scope of role on the Budgetary appointed by the Ministry of Education let the Committee of Educational Institutions participated in:

1. Funds rising. Agreement and expressing opinion on the budgetary of the institutions;

2. Agreement and expressing opinion on the regulation, rules, announcement and the action plan on budgetary, funds rising by using school supplies.

The scopes of role above make the Committee for Educational Institution development participating the budgetary in 3 ways: Agreement, showing opinion and fund raising.

B. Scope of role for Committee of Educational Institutions: Participate/non-participate.

The scopes of 2 roles were appointed to the Committee on the school budgetary participation in advising and showing opinion:

1. Scope of role for Committee of Educational Institution:

1.1 The School Budgetary were brought to discuss for example is showing the step of Budget Set up and the process of participation:

Step 1 School report the actual income and outcome, including the finished project;

Step 2 The plan the school year and set up the budget;

Step 3 The committee discuss the budget in each project Get advice, to increase or decrease the project;

Step 4 Certify the school year plan after checking the exact money is being use in the budget is correct.

1.2 Payment on School budget which was mainly discussed for hiring extra teacher, due to the facts of teacher deficiency.

The board of the school suggested the project that brought up to discussion was all interesting but the request for budget was too high. The budget will be distributed to the project on the school year plan that has the approval already.

Moreover, the Committee not only the participated in giving advice, and agreement of the project but they were appointed to re-check the budget payment and the distribution.

1.3 Funds rising by the Committee from many sources to support the project on the School year plan:

- 1) The Offering Robe to the priest;
- 2) Asking for support form Local Politician;
- 3) Donation from parents and guardians;
- 4) Supports from Company or any private organization;
- 5) Supports from Individuals or friends connection;
- 6) Supports from Foreigners.

However the supports were not only in associate by the contacts of the Committee for Education, the school Boards of Representative and the school were all in this pass. The donation is being described as following.

School year 2547,

1. Parents and Community associated with SAGA Company from England made an offering robe ceremony and donated 175,000 (one hundred and seventy five thousand) Baht for the construction of 150 square meters Canteen.

2. Tha Kad Local Administration Organization Office donated 117,000 Baht and distributed to be used in 4 purposes:

- 1) Buying 3 computers for 60,000 Baht;
- 2) Telephone line installation for Internet connection 20,000 Baht;
- 3) Language Learning Center Renovation 27,000 Baht;
- 4) Supporting funds for other incidentals expenses of the school development 10,000 Baht.

3. The community donation for incidentals expenses of the school Development 100,000 Baht.

4. SAGA Company from England donated 225,000 Baht for 2 main expenses:

- 1) To support Student Lunch Program 100,000 Baht;
- 2) Expenses of Computer for Education Program 125,000 Baht.

5. Mrs. Beatice, Mr. Joseve Brown and Mrs Megan Tugby, English visitor, donated 600,000 Baht to build an academic learning center.

6. Christian Children's Funds of The United States of America (CCF) Donated 80,000Bath to the Committee for Educational Institutions to be used as a scholarship for poor student.

School year 2548,

1. The Chief Monk of a temples in Lopburi Province, donated 10,000 Baht for the educational improvement project.
2. The local administration authority purchased 1 projector.
3. Tobacco Factory under the Ministry of Finance donated 10,000 Baht for the expenses of installing Thai Com Satellite.
4. Mr. John Morton, an Englishman, donated 75,000 Bath.
5. Christian Children's Funds (CCF) donated 80,000 Baht to the Committee of Educational Institution for scholarship of poor student.

School year 2549,

1. Student parents and the Community donated 153,000 Baht, half of the offering-robe ceremony, to be a join-donating for computers
2. Mrs Nopamas Kitchareon, who was living in Ta Kad as a local, donated 15,000 Baht.
3. Mr. Oxenhen, Englishman, donated 33,500 Baht for Library renovation.
4. Christian Children's Funds (CCF) donated 80,000 Baht to the Committee of Educational Institution for scholarship of poor student

In conclusion, the participation of the Committee for Educational Institutions in the Budgetary is more active and factual than other part of education development. The Committee for Educational Institutions has connection to various supportive groups who could support the school in either money or instructional media. Not only the cooperation between school and the Committee for Educational Institutions who support funds rising but also the participation of the Community Board of Consultant.

2. Non-participated role

The participation in Budgetary that the Committee for Educational Institutions has not participated is the role in legal, laws and rules. They said in the same way that this part is too hard for them because they have no knowledge. Especially any function involved with legislation, they avoid getting participate in it. This matter led to their Non- Participated role as following:

2.1 The Committee for Educational Institutions has never been to the meeting about Budgetary for acknowledgement or certify the discussion. The school Administrator said that the school never had any issue about Budgetary to discussion by their own. By the government legislation, the government officer has nothing to discuss in any financial law. Very risky of getting wrong decision and will be punished as a crime;

2.2 The other Non-participation role is to gain money by using school property. This because the school is very small and in the condition of insufficient in every facet itself.

Part 2 Process of Participation in Educational Personnel

The participation of the Committee for Educational Institutions was appointed by the Teachers Civil Service and Educational Personnel B.E.2547 section 26, in each role was scoped to participate in the Educational Personnel management in 2 main points:

A. Analysis of the role according to the Teachers Civil Service and Educational Personnel B.E.2547;

B. Participated Role/ Non-Participated Role of the Committee for Educational Institutions.

A. Analysis of the role according to the Teachers Civil Service and Educational Personnel B.E.2547

The role was scoped into 4 issues:

1. To Manage the Educational Personnel complied with the Act, Laws and Articles and the process according to the CTEP and SCTEP;
 - CTEP means the committee of teacher and educational personnel in the Ministry level
 - SCTEP means the sub committees of teacher and educational personnel in the Educational Service Area Office
2. To report number of teacher and the rank of teacher and educational personnel being needed to further report to the Educational Service Area Office;
3. To advice on the educational personnel management to the Administrator of the school;
4. Perform on the role that has been appointed by this Act, other legislation or the Educational Service Area.

There are 4 analyzed the scope of role of the Committee for Educational Institutions: managing, reporting demand, advice and perform other duties according to this act.

B. Participated Role/ Non-Participated Role of the Committee for Educational Institutions

The Committee for Educational Institutions pointed out the concept of educational personnel management is not getting involve with personal feelings, harm or person interest. They are willing to advice any solution for the good of student and teacher. The concept was being used in the educational personnel management as following:

A. Participated Role

There are 2 roles that the Committee for Educational Institutions is taking part in the management of educational personnel:

1.1 Reporting the demand of teacher in number and the rank of teacher they're in need to the Educational Service Area Office. The school administrator had sent the request for a teacher to the Educational Service Area Office before asking the approval of the Committee. However after he informed the matter that being sent, none of the Committee suggestion or advice has been made. All of them agreed The school then certify on the request document;

1.2 To advice on the educational personnel management to the Administrator of the school in 2 ways: hire a temporary teacher to replace the position that the former teacher resign:

1.2.1 Hire a temporary teacher in the replacement of the resignation;

The situation of deficiency of teacher was getting worse after a male teacher informed his resignation. The discussion has been made that it is necessary to have a replacement without waiting for the help from Governmental Section. After discussion about the funds for teacher's salary, the Committee arranged 4 methods for funds rising:

- (1) Making the off-season offering robe;
- (2) Asking for supports from the Sub-district Administration Organization Office;
- (3) Donation from parents;
- (4) Asking for supports from private company and private organization.

In conclusion, the funds rising were not well supported by many reasons, however the teacher hiring will be continually happened. The supported funds will be taken from the community's funds 15% and the committee tried to find more supports.

1.2.2 Consideration on teacher's replacement in and out.

Practically, the Committee for Educational Institutions have their role of agreement on educational personnel's movement and they must certify the movement. However, they are not authorized to make a decision on that.

In case of a male teacher who wanted to move out, he needed to get all the signature from the Committee for Educational Institutions. He had only a signature of the Administrator at first, it was sent back from the Educational Service Area Office, to acknowledge his resignation to the Committee first.

B. Non-Participated role

It was the concept that the Committee said above. They did not want to have much interference on the school management. This led to their non-participated roll in:

1.1 They never participate in managing the school educational personnel with 3 reasons:

1.1.1 No knowledge for the role of the educational personnel, lawfully. They thought that it was the responsibility of the school Administrator alone;

1.1.2 Believing in every teacher that has already taken well responsibility on their duty;

1.1.3 The school never informed them about the relation between CTEP and SCTEP and the school has never ask for their participation in the educational personnel management.

The Committee has never interfered in any evaluation of teacher 'meritorious. And they thought that it could be unfair, or take it to personal's feeling that may lead to conflicts in the school.

1.2 The Committee for Educational Institutions has never participated in other role and has been appointed by the Act or legislation. The reason was because they did not know their role out of what they've been doing. And needed the school to tell them what they need to do. They are willing to help but the school rarely informed them.

Part 3 Process of Participation in General Affairs Administration

A. The Analysis of Roles and Duties of the School Board as Provided by The Ministry of Education

B. Participated role / non-participated role of the Committee for Educational Institutions

C. The participation of the Committee for Educational Institutions exceeding the scope of role

(1) The Analysis of Roles and Duties of the School Board as Provided by The Ministry of Education

There are 6 activities for the Committee to get involved with:

1. Advice and sharing some opinion and consult in the curricula of educational institution to complied with the policy created by Ministry of Education, the Commission of Basic Education Office, the Educational Administration Service Area Office and compatible with the community;

2. Acknowledge and sharing opinion and suggestion on providing education to complied with the Act or legislation or any Articles, as well as the policy

and plan of the Ministry of Education, the Educational Administration Service Area Office and compatible with the community;

3. Advice and support funds rising for educational resource. Including controlling and taking care of the property;
4. Advice, support and consult in school procedures ;
5. Advice, support the community strength;
6. Perform the educational role according to the appointment by the Act or legislation or any Articles.

According to the role above, the Ministry of Education appointed the duty of the Committee for Educational Institutions in 7 roles: Advice, sharing opinion, consulting, acknowledge, coordinate, encourage, and perform the other role in the school.

(2) Participated role / non-participated role of the Committee for Educational Institutions

The school committee have their participation through the process. Such as arranging the yearly plan, searching for the educational resource and taking care of the school property. Being a coordinator in the community and encourage the community strength. The non-participation role is mostly about the Act and legislation.

1. Participated role of the Committee for Educational Institutions

From the 6 of activities and the Committee of the school is getting involved in 7 roles as following:

- 1.1 Planning the educational strategy that shown on the Year plan and the Curricula Development of the school, by giving advice and suggestion and consultant and make sure that the plan is concordant with the policy of Ministry of

Education and the Committee of the Basic Education Office, the Educational Administration Service Area Office and compatible with local community.

This is a yearly plan that the schools has the appointment from the Educational Administration Service Area Office and bring it to discussion for approval then sending back to the Educational Administration Service Area Office as an educational development yearly plan. This part implies that the Education provided to the student is compatible to the community's need.

1.2 Advice and supports funds rising for educational resource. Including, controlling and taking care of the property.

This part is a continual process from the year plan. The supported educational resource since School Year 2547 -2549 were cooperated by the school Committee as following:

- (1) Computers and satellite dish for the Internet by Mr. John Morton;
- (2) Computers, join-donating by SAGA company, England;\
- (3) Computers and Internet installation by the community;
- (4) Projectors by the Sub-district Administration Organization Office;
- (5) Projectors by the private organization is the school area;
- (6) Television and DVD Player from English tourists;
- (7) Television for audio conference from Klaikangwon School;\
- (8) Thai Com Satellite Dish from Tobacco Factory;
- (9) Satellite Dish from Dharma kai Temple, Bangkok;
- (10) Wooden cabinet for holding documents from Individuals;

(11) Meeting Table a table with 10 chair from private organization;

(12) 12 Table set for students;

(13) Air-conditioner for private organization;

(14) Local music instruments from community inside and outside the school serviceable area.

Some of the Committee have a personal connection with the individuals or any organization such local political network or student alumni to support educational resource in the school.

Such as Mr Worawoot Dokkeawnak, a Board of Community Consultant, representative of the Local Administration Organization who was a friend of Mr Tem Huaykeawluang to contact the Professional group of Lampoon homespun weaving for OTOP, contacted a friend in HOYA company which located in the Lampoon Industrial Estate to contact a local politician for supporting funds and continually donate to the school every year around 10,000-50,000 Baht a year. Including contact the CCF from USA that has their office located on Tambon Ton Thong Amphoe Mauang in Lampoon for supporting scholarship to poor student from School year 2547-2549 before changing to support another school.

1.3 Controlling and taking care of the school property such as improve the school ambiance, environment, buildings and self-access and learning center and every classroom. Including, the landscape such as re-arrange the garden and planting around the school area.

This participation is a willing of the Committee the help the school with asking or concerning the Act, legislation, or any Articles.

For the school property in service to the community is being used for:

- (1) For the Meeting of the Committee for Educational Institutions both yearly meeting and some special meeting for 40 times;
- (2) Polling station, a local political meeting, local political seminar;
- (3) Community meeting for preparing temple fair;
- (4) The Committee for Educational Institutions and the villagers sometimes use the library as a learning source in the community and using computers and the Internet.

1.4 Support the community strength and firming the community relation with the school:

1.4.1 The project of Learning Center for the Community is the way to strengthen the community by supporting the villagers' knowledge. The villagers for 3 villages within the school serviceable area could come to use the library for reading and learning computers;

1.4.2 School is institution that link the community and the other institution together:

- (1) the school committee comprises of representative of many groups of people and can link them together;
- (2) the project of Learning Center for Community opens the opportunity for villagers to gain knowledge and make friends to another villagers;
- (3) The Committee for Educational Institutions has an opportunity to get to know more people and build up connection with supportive supporters;

- (4) The Committee uses their personal connection to bring them to the school connection.

In conclusion, the general administration is managed down from the Ministry of Education. The role has taken part by the Committee of Educational Institution without rules or regulations, was successfully well cooperated. Unlike the role involve with laws and regulations, which was being avoided.

2 Non-participated role of the Committee of Educational Institutions

The role in general of school management without the Committee of Educational Institutions are found in the role related with Laws and Regulations.

2.1 The role that appointed the Committee of Educational Institutions to take part by acknowledge, giving advice and share the opinion involving with the Act, Legislation, or Articles or any lawful policy, is likely being non-participated by the Committee.

The participation in 4 sections of the school administration: Budgetary, educational personnel, general administration and the Educational Supports were the basically in necessary demand of the school; the role was participated with knowledge of lawful principle. They thought it was usually a responsibility of the Administrator to manage things and report to the committee in the meeting. No need for their suggestion that's why they did not express any opinion.

As well as no comments given on the teacher or any educational personnel because they never noticed any malfeasance.

2.2 The role that the Committee have non-participation involved is giving advice, sharing opinion in the rule or any school regulation and consulting of laying down a rule to the educational institution. The reason given from them was the

school did not bring this issue for discussion. The Administrator added that it is about Act and the Regulations that they follow strictly. So the school has no need to bring it to the discussion.

2.3 The Committee of Educational Institutions has never taken any advantage on the school property. The school itself is insufficiency of the educational supports. They do not seek for any advantages even let the villagers use the library without entrance fee.

(3) The participation of the Committee for Educational Institutions exceeding the scope of role

The committee were not only participated in the educational administration in the role of giving advice, sharing opinion and acknowledge the action but they were physically involve in action such as:

1. Pointed out their vision towards the school and put it in the year plan;

Actually, the vision is from every bit by bit saying out and later, writing down in beautiful word. The committee just spoke out their wish; of high record of studying result, full equipped with the instructional media, put some local wisdom knowledge in class. The school has arranged the vision in beautiful words: จัดการศึกษาได้มาตรฐาน สานฝันให้เป็นจริง ฟังฟังภูมิปัญญา พัฒนาด้วยเทคโนโลยี (Meet the Standards, Attainment Targets, Local Wisdoms, Taking in With Technologies);

2. Student lunch program. The Committee helped in finding the cooker and manage funds rising for every student free lunch;

3. They were actually in the team for the school construction to save the money of their budget.

Further than helping the community get the learning source

The Committee for Educational Institutions is supporting the community strength by devoting their physical efforts and energy.

4. Arranging school activity such as a sport day within the school and the other school in the same school level. The Committee involved in Budgetary, providing foods and drinks, trophy, and referees.

The sport activity is one of the student behavior improvement programs in addition

In conclusion, the participations of Committee of the Educational Institution are well cooperative and more active and successful every year rather than taking the Role in the lawful issue or any activity involve with Laws and legislation.

Part 4 Process of Participation in Educational Support

The research result of the Committee role toward 3 of Education Support: Budgetary, Educational Personnel, General Management are being categorized in 4 levels:

1. Brainstorming participation: The Committee gave their opinion Towards yearly plan, budgetary plan, funds rising for instructional media, teacher replacement, temporary teacher project, community strength and school lunch program

2. Considerate participation: The Committee has their role toward consideration to pass the issue up to the level of approval that will be decided to be in the school year plan for the next step

3. Participated in action: The committee of educational institutions Has their participation mostly towards action as it is a non-academic action neded. Such as the construction for learning center in the school, and arranging the sports day

4. Participation using school facility: Toward the role of Committee for educational institutions, they are regularly use the School meeting rooms. This part is for the meeting, using computers and the library for self-access learning.

In Conclusion:

The Committee role on 3 of Educational Support of towards Budgetary, Educational Personnel, and General Management are being participated in some part of the process. They got involve with the school year plan, making contact to the friend network, make new friend connections. And moreover found that they were physically taken part to build the buildings.

In contrast, the other role is a non- participation by the fact of their less education. The way of avoided giving any opinion that may lead to the conflict in community.

Intensive of participation by the commission on the academic improvement can be categorized in 4 levels: Brainstorming, Considerate, Get involve in the action, and Using the school facility

The Committee of Educational Institutions participated in the process of providing education in 3 parts: Budgetary, Educational Personnel and General Affairs Administration.

The participated and Non-participated role would be clearly understood by the picture 17-20 as following

Figure 17 Showing the participate/Non-participated role in Budgetary of the Committees for Educational Institution toward the Education

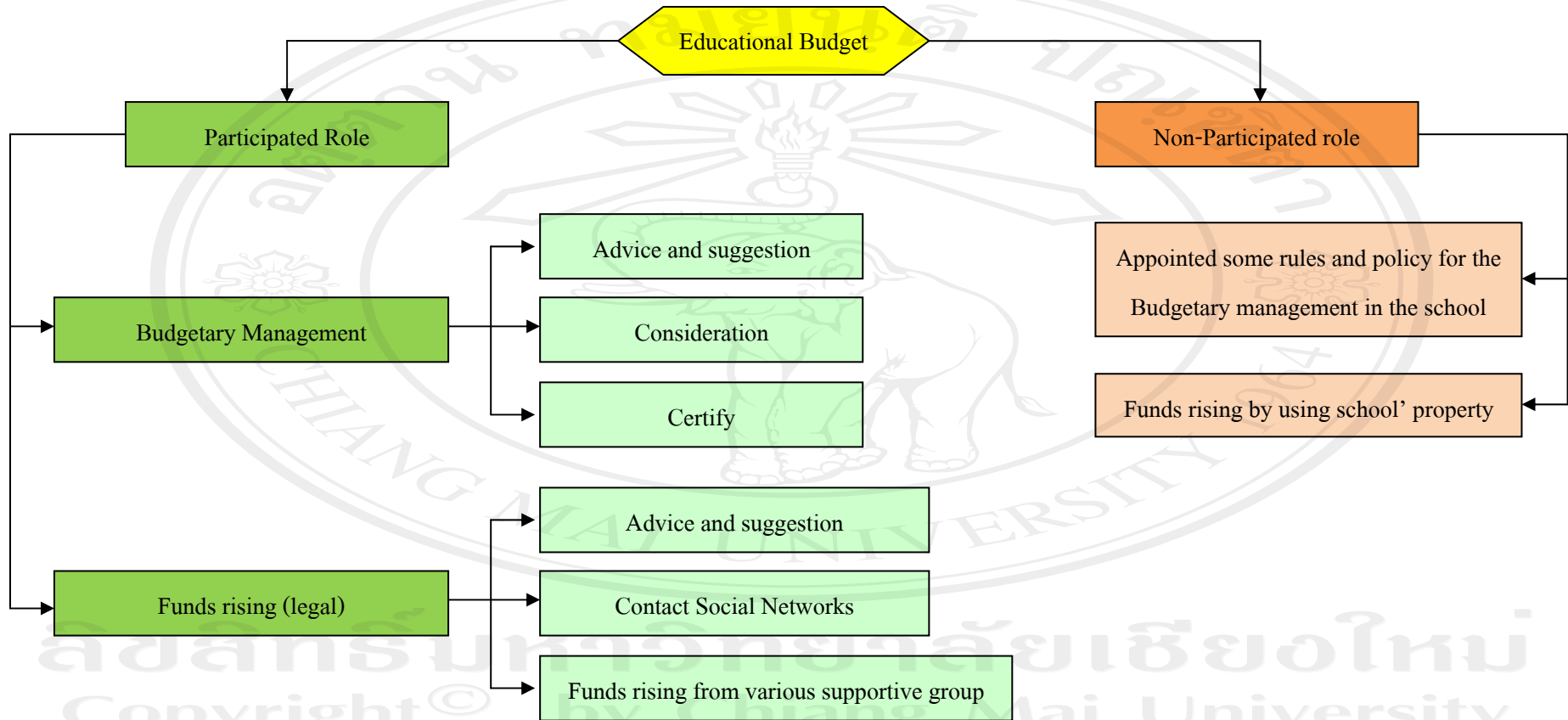


Figure 18 Showing participated/Non-participated Role in the Educational Personnel of the Committee for Education Institutions

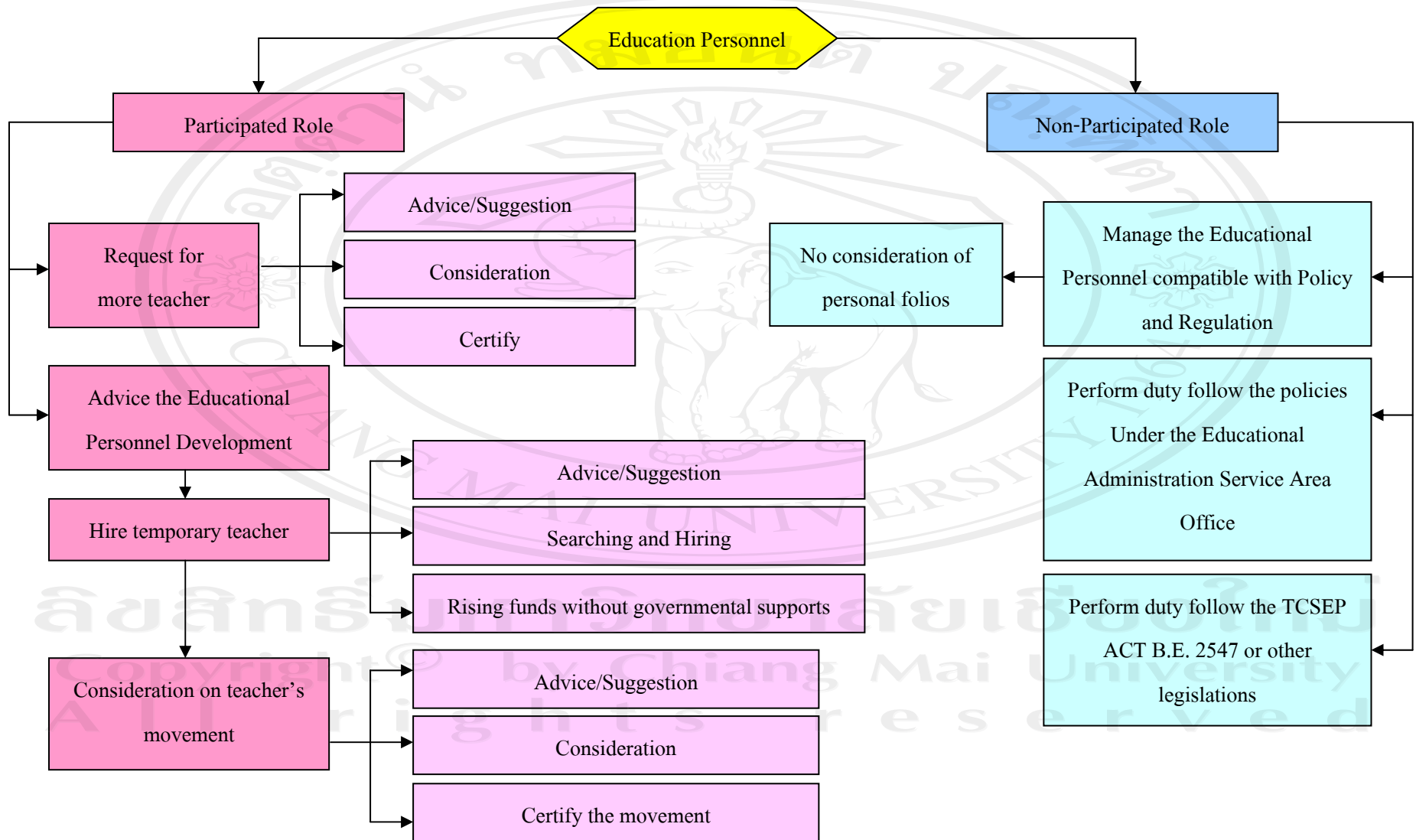


Figure 19 Showing the participated / Non-Participated Role in the General Affairs Administration of the Committee for Educational Institutions

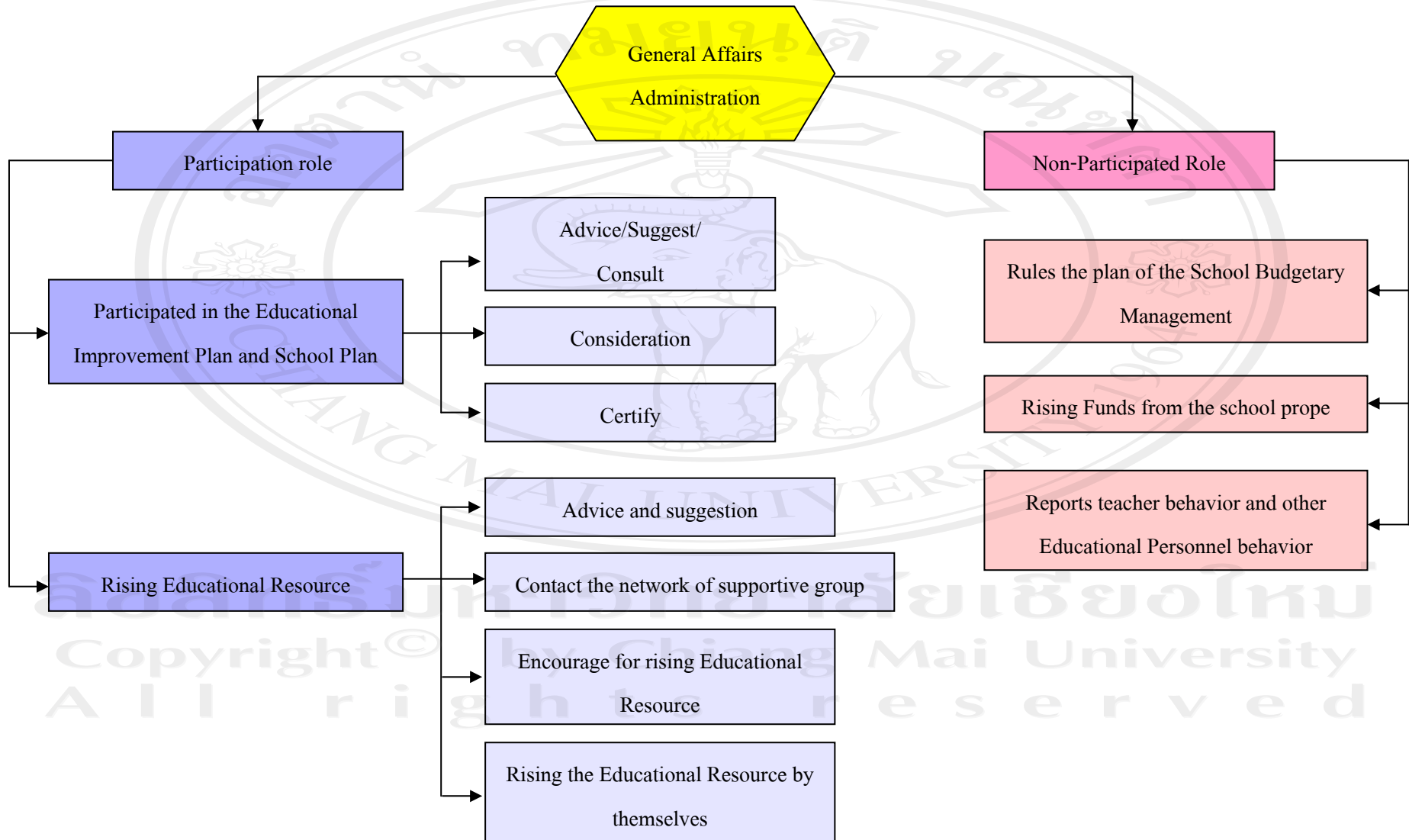
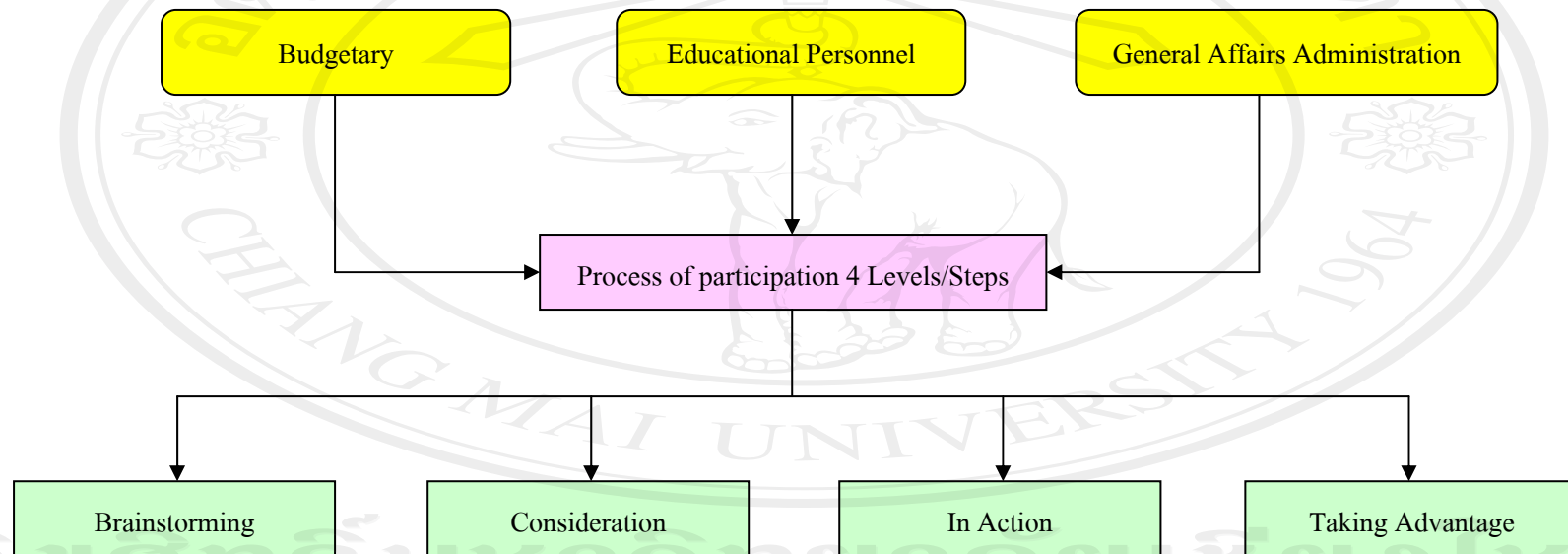


Figure 20 Showing Steps of Participation on the 3 sources of Education Supporting Facets.



Section 3 Supportive factors and Obstructive factors on the process of participation of the committee educational institutions

The Basic Educational School Committee Participation was performed in 3 aspects: guided by the tasks, beyond the given tasks and non participation. The supporting and obstructing factors are as follows:

Part 1.The supporting factors for the participation as provided by the Ministry of Education;

Part 2.The supporting factors for the participation beyond the provision of the Ministry of Education;

Part 3.The obstructing factors for the non participation as provided by the Ministry of Education.

Part 1 The supporting factors for the participation as provided by the Ministry of Education.

The Factors affecting the BESC members to take part in the performing of their functions as provided by the Ministry of Education were comprised of 4 factors of which each factors having the sub-factors supporting the participation as follows:

1.1The Coercive Participation;

1.2 The Persuasive Participation;

1.3 The Individual Participation;

1.4 The Content –Based Participation.

1.1 The Coercive Participation

The researcher found that the participation of 9 members of the school board originated from one of the factors called “The Coercive Participation” which was supported by others sub-factors as follows:

- 1) The coercion by the laws;
- 2) The Coercion by the Policies of the State Sector;
- 3) The Coercion by the Provision of Roles and Duties by the State Sector;
- 4) The Coercion by the Director of the Educational Institution.

1) The Coercion by the Laws

As it was stipulated that the school should have the BESC from the representatives of different community bodies in order to take part in the management of education with the school, it was found that the related 3 laws mandating and causing the real performance so it influenced the communities to cooperate with schools.

The coercive laws for the participation of communities are as follows:

1. The National Education Act B.E. 2542 (1999) and Amendments (the Second National Education Act B.E. 2545 (2002) in section 8 states that all segments of society participate in provision of education; in section 39 states that the ministry school shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration; in section 40 stipulates that there shall be a board supervising and supporting the management of the institution. The board shall be comprised of representatives of parents; those of teacher, 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.

2. The Statutes for Bureaucratic Administration of the Ministry of Education Act B.E. 2546 (2003) in section 38 mandates that there shall be the basic educational school committee in each educational institution in order to supervise and

support the educational institution activities. 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.

This act has stipulated the issuing of ministerial regulations to set the number of the committee members, their qualifications, and nomination procedures, selection of the chairperson and member, and terms and termination of the committee, and states that the director of the educational institution serves as secretary and member of its board

3. The Teacher Civil Service and Educational Personnel Act B.E. 2547 (2004) in section 26 mandates the powers and duties in personnel administration for 4 areas:

(1) Supervising the personnel administration in the educational institutions in accordance with policies, rules, statutes, codes of practice, criteria and procedures as stipulated by the CTEP and SCTEP in educational areas;

(2) Proposing requirements, number and positions of in service teachers and educational personnel in the educational institution submitting to the consideration of the SCTEP of the educational area;

(3) Providing opinion and advice on the personnel administration of official teachers and education personnel in the educational institution to the director of the educational institution;

(4) Performing other functions as provided in this act, other laws or the assignment of the SCTEP in the educational area.

As we have seen, the data are consistent across the three separate acts origination the participation of villagers through the representatives to be the BESC.

2) The Coercion by the Policies of the State Sector

One of the factors supporting the BESC taking part in is the coercion by the state sector policy with the establishing policy in the framework tasks of the BESC in the general affairs administration which states that “ the basic educational school committee has the duty of providing opinion and advice in proposing policies and educational development plan of the educational institution in accordance with policies and plans of the ministry of education, The office of the Basic Education Commission, the office of Educational Service Area”

The basic educational school committee has taken part in proposing the annual operation plan which establishing policies and education guidelines in line with the policies as provided by the ministry of education through the transferring of these policies to the educational service area and the school. To conclude, the state policies and the supporting factors influencing the BESC to participate in a coercive way.

3) The Coercion by the Provision of Roles and Duties by the State Sector.

Another supporting factor is the provision of roles and duties by the state sector stating that there are 4 tasks for the education management in schools. The tasks consists of the following areas: academic matters, budget, personnel and general affairs administration.

4) The Coercion by the Director of the Educational Institution.

In spite of the BESC participation rooting from 3 mandatory laws, the compulsory measures into practical actions has to be undertaken by state officials acting as mechanism. It was found that the mechanism was “the director of the educational institution” in the selection procedure for 8 school board members performing functions relating to the ministerial regulations which provides the number of the committee members their qualifications, criteria, nomination procedures,

selection of the chairperson and members and terms and termination of the committee under the condition of time provided.

As for as it is concerned, the school director had conducted the selection of the school board member twice. Firstly, it was conducted as provided by the ministerial regulations but there was no one applying for the selection. The school director had to conduct it for the second time. On this occasion, the director did not wait for the application but delivering the invitation letters to various groups of villagers in the manner of coercive requests. In conclusion, it seems that the school director action is also a supporting factor influencing villagers to take part in being the school board members in the coercive way.

1.2 The Persuasive Participation

The supporting factors affecting the BESC to participate in is persuasion; that is some of the participation issues do not originate directly from the needs of the BESC but the state sector that wants the community to manage the education. Consequently, the state sector has to depend on other factors supporting the persuasion which found that the persuasive participation is based on the following things:

- 1) The persuasion through personal relationship;
- 2) The persuasion through motivating.

1) The persuasion through personal relationship

Partly the participation of the BESC was rooted from the persuasion of the school director and school personnel through the long time personal relations.

Since nearly the BESC members used to be the committee of the school cluster as provided by the previous laws, so they were accustomed to the school director and school teachers. The school director contacted them either formal or

informal way constantly together with some teachers had been in the school for a longtime so they were familiar with each other.

From this relationship, the school director made a conversation with them before conducting a meeting. was occasionally held in order to have an approval or cooperation from the BESC. Sometimes some agreements had been negotiated with some of the BESC members such as the chairperson, the board member from local administration organization, the village headman who represented the community and the scholar. These members expressed more in providing opinion and advice than the representation of parents, alumni; those of teachers and monks.

The results of employing personal relations were found that the BESC members approved and co-operation in every issue presented by the school. Moreover, some issues had been all operated by them such as the ambience and environment improvement plan, the lunch project, the establishing learning resources project in school and community.

As we have seen, the personal relations did not only help build the cooperation in roles and duties of the BESC members as provided but it also persuaded them to take part in the roles and duties beyond the provision

2) The persuasion through motivating

It was found that the school had used motivation as a supporting factor in supporting me BESC members cooperating with the school that is the performing participative activities through inviting the BESC members to take part in the activities either in or out of school such as taking the fieldtrip, going on excursion, holding a sport competition activities for students in the school and providing the BESC members to be referees judging the games, presiding over the rewards giving ceremony to the winners as well as being sport players playing with teacher.

The employing of such motivation was not only the way to persuade the BESC members taking part in but it was the link of relationship between the school board members and teachers and student in the school.

1.3 The participation as Individual Characteristics.

According to the researcher's observations from the meetings and joining the activities with the BESC members found that each BESC member taking part in differently styles. Some providing opinion, advice and supporting the minutes but some going against than; some rarely said but willingly helped take actions for the activities; some did not say but supporting the money.

It was found that the factors supporting the BESC members taking different participation originated from their individual characteristics as follows:

- 1) The personality of the BESC members
- 2) The needs to take part in individually.
- 3) The responsibility for the public.

1) The personality of the BESC members

1. Each of the BESC members has different characters and communication categorized into two groups: extrovert and introvert

The extrovert group consisted of the chairperson, the representation of local administration authority, the scholar, and the school director serving as member and secretary. According to the researcher's notice in the annual meeting and occasional meetings, it was found that this group member had taken part in providing opinion, expressing pros and cons in a debate and voicing a lot of opinions. They would be energetic and willingly to help in activities accepted from their ideas at the meeting. It implies that the traits of this group helped support the BESC members taking part in energetically and seriously.

In contrast, the introvert group would listen to others speaking. They did not say nor express pros or cons in the debate but they performed every activity. Their personality is said to be in the supportive side, not emphatic to propose ideas nor advice.

2. The compromising personality, not arguing nor interrupting, of the chairperson would utilize this character asserting the reasons against the controversy politely. Beginning with the acceptance of those controversial issues, then he gradually explained the reasons for them in a manner of smoothness and politeness which making the other sides gentle and finally agreed with him, for example, on the controversial issue of hiring teachers with no money, the disagreement of teacher transferring from the school, the donation for 5,000 bath for every village, In the end, all these disagreements ended with the same tendency.

The personality of each person, for example, extrovert, introvert, compromising, politeness; influenced the different participation in performing functions such as some would propose opinions, advice, some would keep quiet, proposing no ideas but willingly to support every activities according to the meeting consensus on particular matters.

2) The needs to take part in individually

1. According to the selection of the BESC members for the first round that no one applying to it, then the school had sent invitation letters to villagers living in and out the service area coming to the meeting Finally, the selection procedure was completed in the second round.

In keeping with the interviewing of 8 members of the BESC except the school director, they all had the same tendency by saying that “Truthfully we want to be member of the school board, we want to cooperate with the school. We are not brave enough to apply for it because we feel so shy to present ourselves and we

are afraid of gossiping from neighbors. We are not confident ourselves that how well we can perform. Besides, we think we have little education so it is difficult to get acceptance from others.” After the BESC members had worked with the school, it was proofed that they could perform their duties and roles in line with the provision and above provided roles. This could be concluded that it came from the needs to participate in individually.

2. The participation in proposing opinion, advice and suggestion of the BESC many times such as the proposing of their needs to be written in the school vision. They said, “We wish the school had high quality in every aspects, for example, The students had high achievable scores, the teachers should use teaching aids in every teaching. The school should have sufficient and modern teaching aids. The library should have enough books and a variety of those for the students to read. We want to school asking villagers to teach the students in order to solve the problem of lacking of teacher”. They continued, “Every school board member help provide a bit of opinion then take these to be written as a school vision”.

From their points of views coming from the needs of individual school board member, the school could put it into real practice to mut their requirements.

3) The Responsibility for the Public.

Their participation in many issues with out knowing that they were their director roles, and some issues were not their roles, it was found that all their performance were done with the willingness and the benefits of the public as the following cases:

1. The chairperson of the board members voluntee had to be responsible for the lunch project administration, beginning with seeking the cook, collecting money for the food expenses continuously for the whole year.

2. They devoted their physical efforts their money, time or leaving their work to help the school improving the school building. The also devoted the time to coordinate people for the mobilization of resources to earn income for school supporting.

3. They cooperated in discussion, proposing opinions, giving advice with a variety of ideas in order to have the most alternative for making decision.

4. They showed their concerns over the learning achievements of students, health, discipline and the cleanliness of the school.

5. They took part in school activities such as sport activities, fieldtrip.

From the above cases indicating that the BESC members had their abdication to the benefits of the public which noted form their responsibility to their own community they living in.

1.4 The participation focusing on the importance of contents.

Another supporting factor influencing the BESC members taking part in was the importance of contents they were focusing on the activities for different levels. Some levels had their contents focused on practicing and some were focused on the consideration to choose and decide. It was found that the BESC members had placed high priority to the contents of activities in 3 levels: operating, decision making, brainstorming;

1) The Level of Operating

The content factor of the activities supporting the BESC members to most cooperating was giving the importance of contents in the level of operating in 4 given tasks that providing the BESC to take actions with the school in every level. It was found that the task the BESC took part in the most was the kind of devoting their physical efforts and coordinating with groups of people such as earning income,

mobilizing resources for the whole year, providing teachers to help teach, improving the ambiance and environment in the school, building the learning resource in the school with their physical efforts and energy, volunteering to run the lunch project the whole year continuously. They were the persons making contact with individuals, organizations, work agencies and other networks supporting the education management of the school. Besides, they were the middlemen coordinating the relationship with others organizations and the school.

2) The Level of making Decision

The content factor supporting the cooperating with the school was placing the importance on making decision which comprised of the approval of annual tasks such as the teachers' transferring in and out of the school, the approval and signing for the annual development plan, the approval of projects and budget. It also included the alternative to choose one proposal among others that proposed them defiantly; for example, the decision to choose the project and activities supporting the learning process of learners by placing its importance in the same level of barnstorming but less importance for the operating level.

3) The level of Brainstorming

The content factor supporting the cooperation with the school was placing the importance of brainstorming with 3 tasks: budget, personnel and general affairs administration; for example, proposing opinions, advice and consultations for establishing and spending budget; the thinking of mobilizing sources for funds, the thinking of how to earn income and the thinking of the strengthening community project, providing, opinions of teacher lacking and also giving advice and consultation on the teacher's transferring in and out of in service teachers. They placed its importance less than the activity conducting level.

In conclusion, the placing priority importance of contents in 3 levels were other supporting factors for the participation of the BESC members with the

school, particularly, the activities that need the undertaking of physical efforts and energy and the coordinating activity which not depending on much knowledge of academic matters and legislations. They were 3 – 4 school board members expressing ideas and advice, the rest of them were quiet but when time came to the stage of making decision and giving consensus, all the BESC members had conducted the activity of decision-making level.

2. The Supporting factor to participation Beyond the Tasks as Provided by the Ministry of Education.

The supporting factors of the BESC members to participate the roles / duties beyond the provision were “The individual participation” that is, the BESC members took part in some activities that was not provided in the framework. Those performing did not come from the persuasion nor motivation but their own needs to help the school, being dedication and concerning for people in the community. This kind of participation happened naturally according to their characters of each BESC member as follows:

- 1) Having public mends or voluntary minds
- 2) Having readiness to dedication
- 3) Having concerns for students

1) Having public mends or voluntary minds

Some activities the BESC members performing were not provided by other agencies and their performing did not come from the persuasion of the school. It was the words of the school directors telling about problems the school facing. The BESC agreed to help solve those matters. As we have seen from the building of the learning resource in the school, their cooperation in creating, improving the small gardens and expending them in order to create the atmosphere and environment in

concordance with learning management in the school. They physically repaired the school building and other buildings in the vicinity such as painting, laying tiles, mending the doors, windows and electricity system etc.

Therefore, the performing of the BESC members had taken part in with their physical efforts energy on the works which were not provided to be their own roles/duties. It could be said that this was the participation beyond the provided roles. The reasons for their voluntary minds or public minds coming from their perception that the school was poor, having insufficient money to manage them. Besides, most BESC members were made, they had knowledge and abilities for those kind of works. They volunteered to do it by themselves without hiring outside people. It also helped save the little money the school had for spending on works that they would not do, such as; repairing computers or electronic devices. The money of the school could be kept for other projects. Their dedication was said that it was not their given roles nor the coercion but the public minds or voluntary minds of the BESC member.

2) Having readiness to dedication

Another supporting factor in influencing the BESC members to participate in other functions beyond the provision was the readiness for devoting. In spite of their normal work routines earning for their livings; some BESC members also had the overlapped duties such as being the headman of the village, the members of the local administration organizations, the chairperson of organizations in the villages; for example, being the committee of the housewife groups, the committee of OTOP group; they also became the members of the basic educational school committee as well.

Furthermore, their performing functions related to the school activities which took 2 – 3 days' time affected their time earning for their livings and their income and also canceled other overlapping functions in order to take part in the

school activities with teachers and students. Apart from this, some had donated their personal properties; such as some materials for the repairing, some money to buy materials for the maintain school buildings.

3) Having concerns for students

The supporting factor affecting the BESC member to perform other functions beyond the provision was their concerns for students and communities. The BESC members knowing the insufficiency of the school almost in every aspect when comparing with schools in town, so they could see the difference clearly. They felt worried about their children having less quality achievement, or unequal to the town students. They perceived the improper dressing of students such as wearing sandals walking to the school whereas the town students dressed properly with their uniforms creating the feeling of neatness. The BESC members felt worried about other matters of the students so they cooperated with villagers within and out the school service area providing income in many way such as Tod Pa Pa (making merit with money or other things, donated to the school); requesting the budget from relating agencies, organizations outside communities, requesting grants for poor uniforms. As a result, every student in the school dressed the students' uniforms properly, particularly, having enough school for everyone.

Furthermore, they felt worried about the villagers staying within and out of the school service area at lacking knowledge and lacking understanding of contemporary politics which happening and changing all the time, so they help build the learning resource to comm. unities together with donating money and things needed to be used in that resource; for example, buying more books for the library; buying more computers, satellite disk to receive television signals for education channels through the satellite as well

To sum up, the supporting factor affecting the BESC members participating in other functions beyond the provision directly but rooted from their own characteristics which were their public minds or voluntary minds, their readiness to devotion and their concerns for their children; as a result, the problems of educational management could be solved to some extent.

3. Obstruction factors Affecting Non Participation in Functions as Provided by the Ministry of Education.

There were some roles/duties and tasks that the BESC members had not taken part in with the school coming from the following factors:

- 1) Ignorance of their own roles
- 2) lacking knowledge and understanding
- 3) Lack of motivation
- 4) The director of the educational institution
- 5) The context of being hill tribesman

1) Ignorance of their own roles

There were several tasks the BESC members did not take part in. They stated that they did not know that the state had provided the roles/duties of the BESC. They did not know what roles to conduct with the school nor what power they were provided, how much was the extend of powers. The roles and duties they had never takes part in were as follows:

1. Making a suggestion in the developing the educational institution relevantly to the needs of learners, communities and localities; the approval of the educational institution curriculum.

2. Providing opinion, a suggestion about the issuing statutes, codes of practice, announcements and financial administrative guidelines as provided by the laws, statutes, announcements etc.

3. Supervising the personnel administration in the educational administration in concordance with the policies, rules, statutes, codes of practice, criteria and procedures as provided by the CTEP and the SCTEP of the educational service area.

4. Performing other functions as stipulate in this act, other laws or the SCTEP of the educational service area.

5. Giving an approval, suggestion and advice an proposing policies and plans in relevant to the needs of communities and localities.

6. Providing opinion and advice on the issuing of statutes, regulations, announcements, codes of practice etc. about the undertaking school works as stipulated by the laws, statutes, announcements etc.

7. Reporting the office of educational service area in case the educational institution did not follow the laws, rules, statutes, announcements, orders, and policies and plans of the ministry of Education, The office of Basic Education Commission, The Educational Service Area Office and the needs of communities and localities.

The provided roles and functions in 4 tasks the BESC member had never known before, they knew only the matters the school needed their signing for them; the performing of other functions with no needs of the BESC signature, they understood that it was a request for cooperation from the school. According to the 7 items the BESC members had conducted since they did not know that they had those roles together with the school had never asked for the conducting of those issues nor told them what roles and duties they had as the BESC members.

Therefore, the BESC members did not know that they had the duty in surveying the needs of communities and localities before proposing policies and plans, their proposal was only their thoughts. In the case of their ignorance that they had to give their approval and signing for the curriculum documents, rooted from the school direction had never asked them to sign for it so there was no BESC member raised this points to the school.

2) lacking knowledge and understanding

Some of the provided roles and duties of the BESC members had to be undertakes with the knowledge about academic matters and in the manner of legal actions which the school board members had never done nor been able to do one to the lack of knowledge and understanding of those issues in follows;

1. The supervising of personnel administration in the educational institution in accordance with policies, rules, statutes, regulations, criteria and procedures as stipulated by the CTEP and SCTEP of the educational service area.

The BESC members said that they had never supervised the teacher administration in the school because they did not want to interrupt the duty of the school director as well as they did not know that they had roles and duties in supervising the personnel administration in the school. They did not ever know the abbreviation of CTEP and SCTEP stood for; they did not know what policies, rules, statutes, codes of practice of the two organizations were. However they knew later that they had roles/duties, they could not perform these functions, they did not know how to administrated it and what to do with it.

2. The BESC members lacked knowledge of relating laws, particularly, the laws that they have to follow in the area of education. Their roles in the area of personnel administration states that “performing other functions as stipulated in this act, other laws or the SCTEP in the service area”

3. Lacking of academic knowledge such as the basic education curriculum, the educational institution curriculum and the internal guilty assurance in the educational institution so the BESC members tried to avoid expressing opinion and advice to the school.

3) Lack of motivation

Some roles and duties had never been put into actions due to having no situation or motivation occurring, for example, reporting to the educational service area office when the educational institution misdischarging its legal duties on the relating laws, rules, statutes, announcements, orders, policies and work pans of the ministry of Education, the office of Basic Education commission, the Educational Service Area Office and the communities and catities' needs.

In addition, the BASE had never seen the school director, teachers and janitors misbehaving something and having no villagers complaining about the wrongdoing or violating laws of the school so there was no motivation in this case to conduct.

Finally, the BESC members had never conducted the Functions as provided by the SCTEP in the service area because they had never been given such roles and duties from the SCTEP in the service area. It could be said that when there was no assignment from the SCTEP in the service area, there was no motivation performing such functions as well.

4) The director of the educational institution

It was found that the director of the educational institution was another factor affecting the non participation of the BESC members performing some functions since the school director had never taken some tasks to ask for help or mentioned those in the meeting. Those issues were as follows:

1. Providing opinion, advice on the issuing of statutes regulations, announcements, codes of practice etc. on the conduction school matters as provided by the laws, regulations etc.

The BESC member said that they had never propose opinions, advice on the issuing of statutes or rules of the school since it was never been mentioned in the meeting by the school director.

2. Having no roles in approving and signing for the curriculum documents since the BESC members did not know that it was their direct roles and the school director had never brought those documents for then to have an approval and signing for it. In this case the school director also said that he did not know that the educational curriculum had to be conducted this matter.

5) The context of being hill tribesman

The study. conducted in the context of communities in the school service area for 3 villages where there were white Karen or SaKor people except one village called Ban Naha where the local Thai and Karen people mixed, found that being the hill tribesmen has its own uniqueness including the spoken language, clothing, beliefs, introvert, personality, communicating among their own group, having less education and some were non educated, medium to poor economic status, mostly poor people, 90% of children coming from poor families; so the school had to manage the education and conducting activities without students paying.

After the promulgation of the ministry of Education Administration Act B.E. 2546 (2003), It states that the schools have the basic educational school committee taking part in the management of education regarding 4 parts. The villagers had sent representatives of each groups to be the members of the school board in order to cooperate in the education management of the educational institution. It was found that the BESC members had less cooperation in developing curriculum. Some of the

roles supporting the teaching and learning activities had not been conducted by the BESC members; for example, the functions of issuing rules, codes of practice of the school, other work affecting the interest of teachers such as the rewarding for teacher promotion, the misbehaving of teachers to be reported to the commanding units. The results of the study found that the obstructing factor for the BESC members unable to take part in some of the tasks, roles and duties was rooted from being the milltribemen which consisted of the following elements:

1. The Introvert Personality. Having the introvert personality keeping themselves usually at homes, contacting only their own group with less contacting with outside people, influenced the BESC members kept quiet in the meeting. They were not brave enough to propose their ideas, advice at the meeting but took part in the approval and reached a consensus of other members.

2. Lack of Self Confidence. It was found that the lack of self confidence originated from being introvert personality; lack of knowledge about the laws relating to education, education policies, education reform, and the structure of basic education curriculum using in today education management. These things led to the lacking confidence with the fear that presenting incorrect things, being unaccepted and being blamed.

3. Education Level. It was found that the BESC members coming from the Karen hill tribe having the education from level 4 to 6, facing the problem of influence of reading – writing Thai. This problem led to be the obstacle to education and understanding of bodies of knowledge relation to education management in the school, particularly in the field of academic matters that need to be used in developing curriculum substance, the issuing of statutes, regulations and guidelines for school matters. As a result, they did not have a body of knowledge and to be proposed as advice or making a debate which was their direct role. In this case, the BESC members did not conduct.

4. The Economic Status. The Karen school board members had their occupations in the field of agriculture and labor. They earned daily wages. They got wages on a working day. When they got hiring, they had money must of them were rather poor people. When they were requested about money or educational resources to be supported the learning management from the school, they were not capable to cooperate in that matters but devoting their physical efforts and energy for the work like the improvement of environment, the building of learning resource in the school the repairing of the school buildings. Since their weaknesses in economic status, they dared not propose opinion, advice against the other members' opinion. They accepted it agreed and followed those advice.

On the basis of obstructing factors influencing the participation originated from the context of being hill tribesmen for 4 items as: the introvert personality, lacking confidence, education level and economic status. These elements affected the school board members not to perform their own roles; such as providing opinion, advice regarding substance or contents to be used in developing the curriculum of school. They had some participation in curriculum developing together with the ignorance of their own roles/duties so there was no school board member having a caution with the school as in the case of signing for the curriculum documents.

Besides, the lacking knowledge of relating laws about education and official rules influence them not to propose opinion, advice in issuing the statutes, orders and guidelines in the school nor took part in the internal quality assurance; the school did only telling them to know it.

It could be said that roles/duties and the framework of the basic educational school committee the state providing to participate in the school management, in practical way it was found that the basic educational school committee did not take part in all parts as expected by the state.

Conclusion

The framework of the basic educational school committee as provided by the state had been taken part in some areas and had not been taken part in another areas depending on the supporting and obstructing factors as follows:

The supporting factors to the participation were 4 factors as: the coercion, persuasion, individual characters and placing importance in contents. In each of the factors consisted of sub-factors supporting to having the participation as follows:

1. The coercive participation consisted of 4 sub-factors as: the laws, the state policies, the state's provision and the school administrator.
2. The persuasive participation using 2 tools as: personal relationship and motivation.
3. The individual characters participation had originated from 3 supporting sup-factors: the personality of the BESC members, individual needs and the responsibility for public.
4. The placing Importance of Contents. focusing on 3 activities content levels: operating, making decision and brainstorming.

The factor supporting the cooperation beyond the provided roles/duties was the participation depending on each character of individuals which were: public mind or volunteering minds, readiness for dedication and concerns for students and communities.

Figure 21 Supporting factors affecting the participation of the BESC

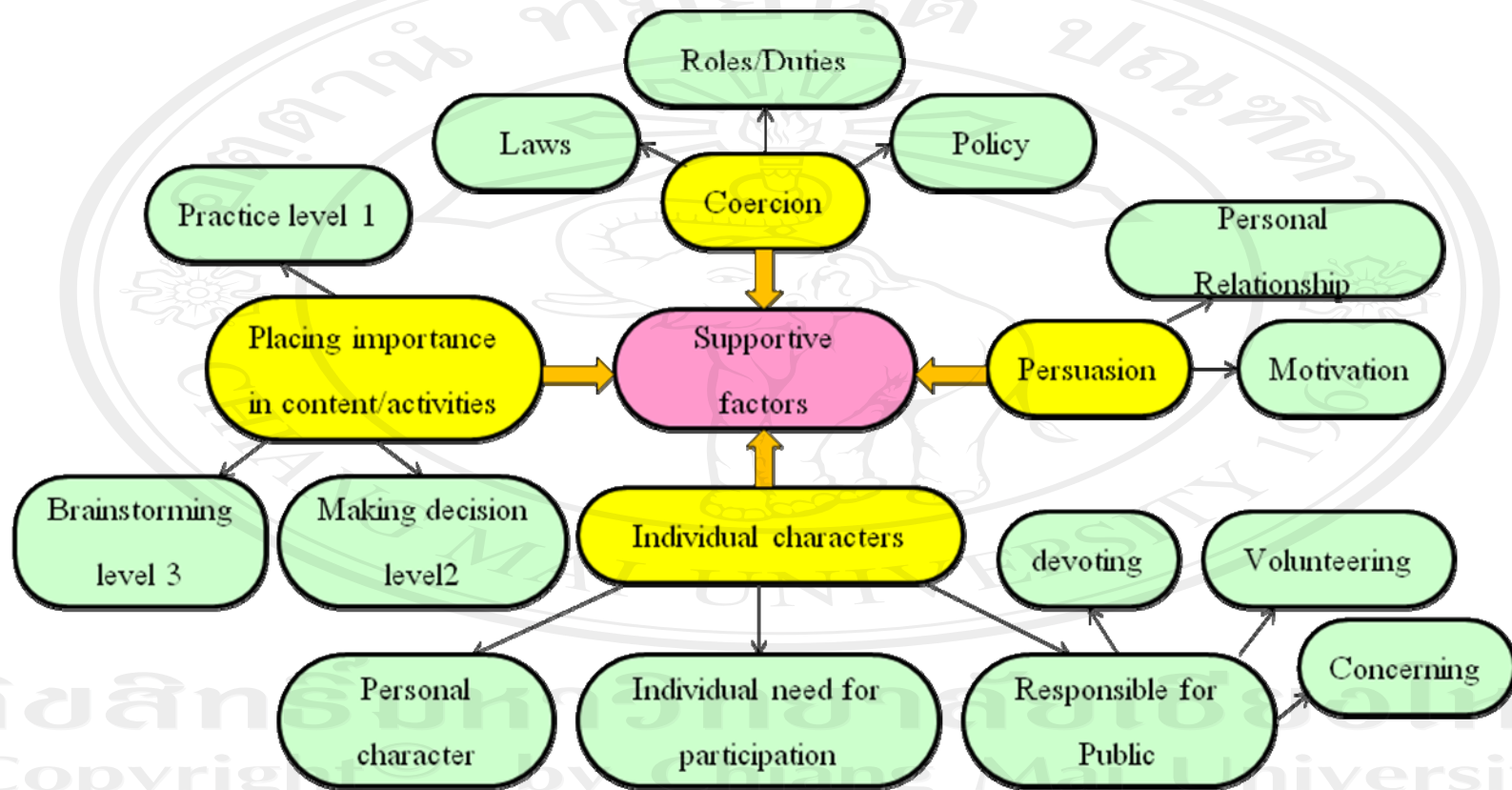


Figure 22 Obstructing factors affecting the participation of the BESC

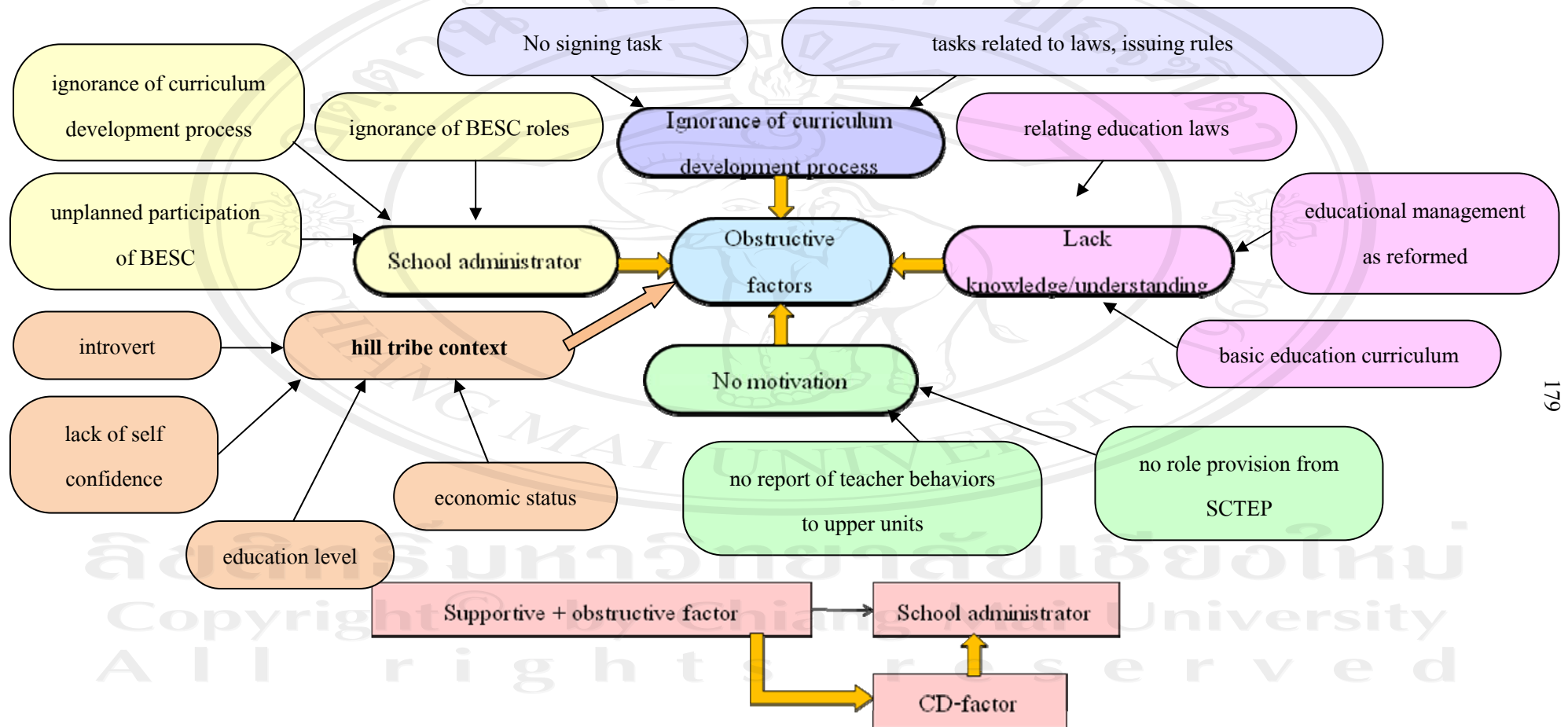


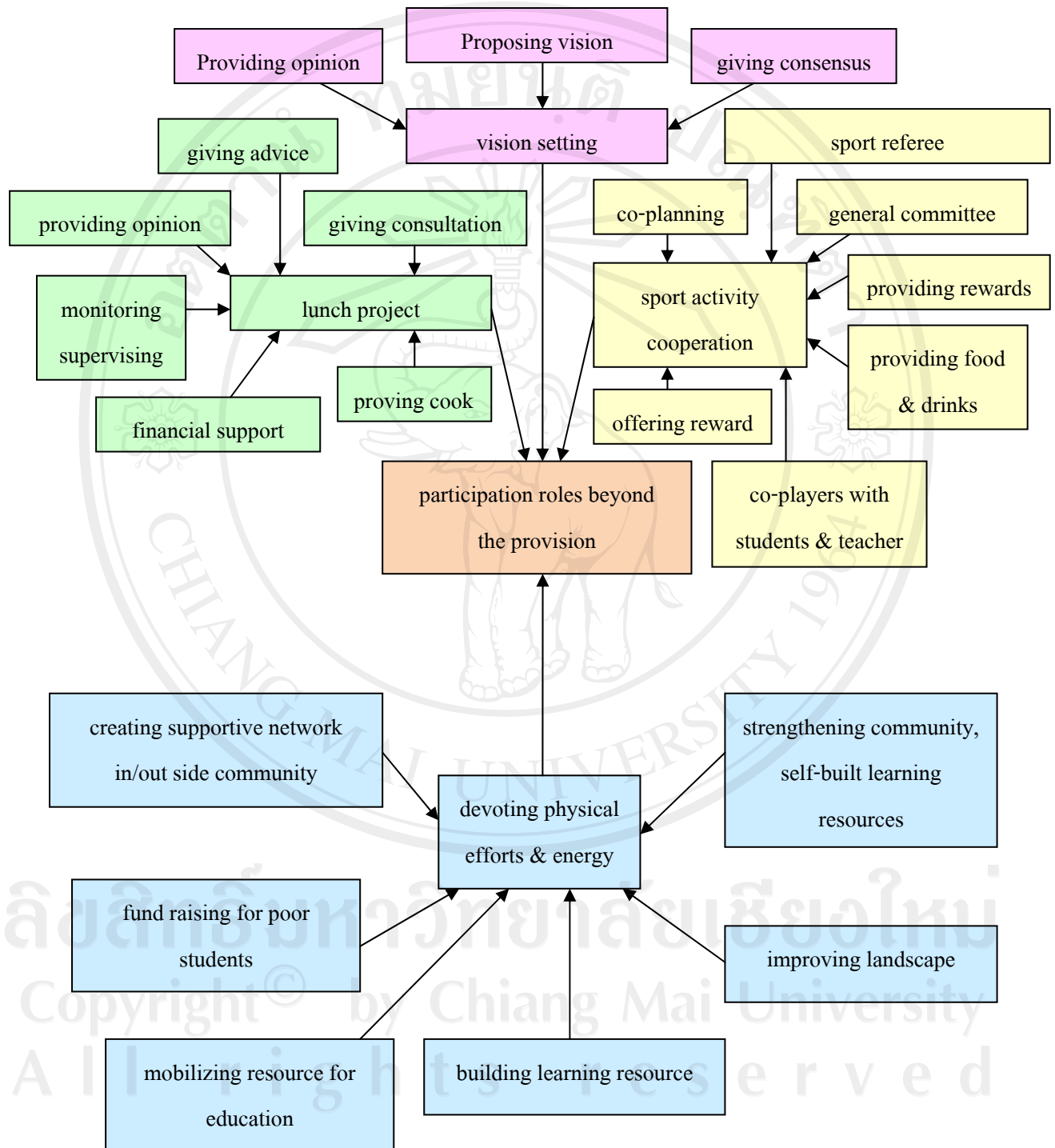
Figure 23 Roles/duties beyond the provision

Figure 24 Supporting factors affecting the BESC taking part in roles/duties beyond the provision

