CHAPTER 6

THE PARTICIPATION PROCESS DEVELOPMENT OF THE BASIC EDUCATION SCHOOL COMMITTEE

On the basis of the research finding that the participation of the basic school board members in developing the educational institution had taken in some of the tasks that provided by the state. The causes of this obstacle were ignorance of their own role/duties, lacking knowledge and understanding of the role/duties, the communities, the school director and lastly being the hill tribesmen. It would be stated at the main obstructive factors to the participation comprised of three issues as follows:

1. The procedure of implementing the policy into practice that the government officials and communities had not been well prepahad for that;

2. The knowledge and understanding of the state sector under the unprepahadness of the actions taken;

3. The readiness and potentiality of the school board members under the unprepahadness of taking policy into practice.

According to the research objectives that wanting to study the procedures that brought school board members participation to occur. The researcher had use the mentioned procedure in the participative development through the holding of two seminars for the school board members. The first seminar was held to create understandings and to raise awareness of their roles and duties in the participation process. The researcher kept follow up activities to watch the changes for one year. Then the second seminar was held to report and evaluate the research findings.

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The objective of activities designing in order to develop the school board members participation was based on the three main principles as follows:

1. To eliminate problems and obstacles of being participation;

2. To activate the school board member in the offering opinions, giving device to their meeting under the respect to the rights of expressing ideas from individuals who had different culture and social status;

3. To review the roles and duties that had been previously done in order to develop their participation of different social status school board members to be more effective.

This chapter will be presented the research findings in two sections as follows:

Section 1 The process of participation development of the school board members;

Section 2 The changing of the Basic Educational School Committee Participation

Section 1 The process of participation development of the school board members.

In order to attain the objective of the participation development of the school board members, the research had designed the activities used for the first seminar into two items as:

1. Presenting the school board members' participation in the educational institution curriculum development the research findings in order to make them understand and aware of their partly participation;

2. Discussing, questioning, offering opinions and giving advice to the research results presented in order to clarify and aware of their roles and duties as provided by the state together with roles of offering opinions, giving advice and reviewing their past roles.

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The second seminar was held in order to activate the revision of their past roles in participating to be move effective. This period took one year.

For the two seminars held, the researcher had run them in the informal style. Beginning with contacting the school director orally to get a cooperation for these. Since the researcher was in the position of the ESA at Lamphun area 1 whose roles were overseeing, monitoring the educational management of schools in the area. The researcher was well accustomed to the school board members. In order to create a casual atmospheric seminar and in honor of the school director, the researcher had made a request to the school director to contact all the school board members for the two seminars.

The results of the two seminars were as follows:

1. The First Seminar Results.

1.1 The seminar setting up.

The researcher had chosen the auditorium of Ban Doikham school as the site for this seminer on March 16th , 2550 B.E, from 09.00 to 12.00 hour. There were three groups of people taking part including: group 1 was nine school board member; group 2 was twelve consuting committee members as the observers; group 3 was the researcher and three researcher assistants. There were a total of twenty four persons as expected. The seminar activities were as follows.

08.00 – 19.00 hour - registration;

09.00 – 09.15 hour - Welcoming speech, informing the seminar objectives and uses of the seminar by the school director;

09.15 – 10.00 hour - The researcher told them about the past research findings;

10.00 – 11.45 hour - Discussing, questioning, giving advice by the three group members;

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11.45 – 12.00 hour - The researcher reviewed, concluded the data obtained from the discussion in order to have an opportunity to make suggestions there the chairperson of the school board committee ended the seminar;

The participation of the school board members presented by the researcher at the meeting consisted of seven points as follows;

Point 1 participative and non participative roles and duties in the curriculum development of the educational institution;

Point 2 participative and non participative roles and duties regarding the development process of other academic matters;

Point 3 participative and non participative roles and duties regarding the supporting learning teaching management in three tasks: budget, personnel and general affairs administration;

Point 4 supporting factors influenced the school board members to take part in;

Point 5 obstructive factors influenced the school board members not to take part in;

Point 6 other roles and duties beyond their fixed roles for their participation;

Point 7 supporting factors influenced the school board members to take part in other roles and duties beyond their fixed roles.

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1.2 The results of discussion towards issues of the school board members participation.

1. The acceptance for their participation, the problems and obstacles for their participation on a particular issue of the educational institution curriculum

development, the school board members admitted that they had less participation or no participation for some school board members. They also accepted the fact that caused the incooperation of the members relevantly to the research findings which rooted from ignorance of their roles and duties as provided by the state. The did not know how and what to do about the curriculum development. They knew only the signing for some issues. Apate from that they thought it was a school request. The chairperson of the school board members stated that he accepted the issues reported and approved of the seven points.

2. The requirements and suggestions of the school board members about the educational institution curriculum development cooperation consisted of five aspects as follows:

2.1 The learners development. They wanted the students to preserve and transmit the Karen local wisdom such as Karen dance, Karen musical instruments, Karen songs, Karen cloth weaving and farming in the paddy fields in order to be their successors from the ancestors;

2.2 The school development. They wished their school be the academic leader and its ambiance and environment supporting for students learning;

2.3 The curriculum development. The local curriculum should be developed in line with their ways of life. The contents of the local curriculum should be included the following items: Karen cloth weaving, Karen musical instruments Karen dancing, Karen songs and growing rice. The communities should take part in learning teaching management and the school board members would help teach them too;

2.4 The guideline of developing the cooperation between the communities and the school. The school board members advised the school to establish the plan called “The Learning Resources to Communities Project” such as building the library, building the computer room. The school should request villagers

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to devote their physical efforts in building them together with publicize them for villagers to come and learn through words of mouth and informing them in a meeting. The villagers were also invited to be teachers for local wisdom teaching;

2.5 Developing the potentialities of the school board members. The school board members stated that they did not have knowledge about the new curriculum and they through it was a school duty to know and manage the learning and teaching as provided by the state. They had just known that they had rights to have roles and duties and had rights to offer suggestions about the requirements of the curriculum to be used with learners. They also lacked of understanding about internal educational quality assurance.

From the first seminar results and additional suggestions, the researcher had defined the points in order to study and kept up with the participation for another one year.

2. The Second Seminar Results

2.1 The seminar procedures

The researcher had chosen the auditorium of Ban Doikham school as the site for the second seminar that was held on March 12th, 2551 B.E., from 09.00-12.00 hour. There were three groups of people taking part in including: group1 was nine school board members; group 2 was fourteen consulting committee as observers and group 3 was the researcher with three researcher assistants. There were a total of twenty-six persons as expected.

The seminar activities were as follows:

08.00-09.00 hour *Registration;*

09.00-09.15 hour *Welcoming speech, informing the second seminar objectives by the school director;*

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09.15-10.15 hour *The researcher presented the results of the follow up of participation whether the participative behavior had change or not;*

10.15-11.45 hour *Discussing, expressing opinions, giving feedback, questioning, insisting the approval, unaccepting the research findings;*

11.45-12.00 hour *The researcher summed up the discussion and accepted or unaccepted them. There were some data that could be adaptive in relevant to the facts.*

The participation of the school board members after the first seminar had been held for one year ago, the researcher presented at meeting four points as follows:

Point 1 The participative and non-participative roles and duties in the educational institution curriculum development of the school board members regarding the academic matters;

Point 2 The participative and non-participative roles and duties of the school board members regarding the other academic matters;

Point 3 The participative and non-participative roles and duties in the supporting learning-teaching management regarding three given tasks: budget, personnel, and general affairs administration;

Point 4 The factors influenced the school board members taking more, less or evenly part in the participation.

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2.2 The results of discussion towards issues of the school board members participation

The researcher had requested every board member to offer opinions about the results of the first seminar that the four discovehad issues whether or not were relevant to their participation. They all accepted the findings. There were some comments on the issues of non-participative roles in issuing the rules, codes of practice and guidelines for the four tasks of the school; and the taking actions for other practice as provided to be their powers. They stated the causes of non-participative roles as follows:

1. They did know that they had roles for those tasks;
2. They lacked of knowledge about bureaucratic rules, regulations;
3. The school director had never raised these issues for any consultation or participation;
4. In spite of having no rules for these issues, it had no effects upon the development of learners and the school.

After the discussion of the findings that the school board members had participative and non-participative roles according to the provision together with the factors that increased or decreased their participation, the researcher informed them that the data from this discussion, particularly the comments, would be brought to be adaptive in relevant to the facts then the seminar was completed.

Section 2 The Changing of the Basic Educational School Committee Participation

After the first seminar had finished, the researcher did the follow-up the changing and the development of participation of the basic educational school committee in order to activate the process of the participation through the academic year of 2550 B.E. in 2 issues as follows:

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1. The participation process of educational institution curriculum development and other academic matters.

2. The participation process of supporting learning teaching management. The reasons of presenting the basic educational school committee the result of participatory change in two points were to see whether there were some differences of development results, in the way. The comparison of before and after the development process was shown in Table 4 – 9.

Table 4 The Comparison of participative/Non Participative Roles and Duties in Academic Matters in the Education Institution Curricular Development. Before and After the Participation Development.

Before Developing	**After Developing**
Academic Matters Roles and Duties in Curricular Development of the Educational Institution	
Roles/Tasks	**Roles/Tasks**
1. The forms of curriculum development Passive meeting	1. The forms of curriculum development active meeting
2. They took part in some stages not all of them.	2. They took part in some stages not all of them.
Stages 1 The surveying of curriculum contents and substance. - learners ☒ - communities ☒ - localities ☒	Stages 1 The surveying of curriculum contents and substance. -learners ☒ -communities ☑ -localities ☑

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Before Developing	After Developing
Stage 2 Proposing requirements ☑	Stage 2 Proposing requirements ☑
Stage 3 Considering accept/reject the proposal ☒	Stage 3 Considering accept/reject the proposal ☑
Stage 4 Singing for the approval of the curriculum ☒	Stage 4 Singing for the approval of the curriculum ☑
Stage 5 Evaluation of curriculum implementation ☒	Stage 5 Evaluation of curriculum implementation ☑
Two levels of participation:	**Four levels of participation:**
1. brainstorming	1. brainstorming
2. acknowledgement	2. making decision
	3. operating
	4. evaluating

Before the participatory process development, the school board members had the passive role in the meeting. They occasionally took part in the stages all of them.. The levels of participation were brainstorming and acknowledging.

After having developed the participation process, it was found that the participatory roles was more active. Their participation was fully done in five stages except the students needs survey since they thought it was the school matter. The participation increased significantly to foure levels as: brainstorming.

making decision, operating and acknowledging.

The research finding of the basic educational school committee participation could be illustrated the 5 stages of participation as shown in figure 25.

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Figure 25 The 5 Stages of Curriculum Development Participation in the Educational Institution.

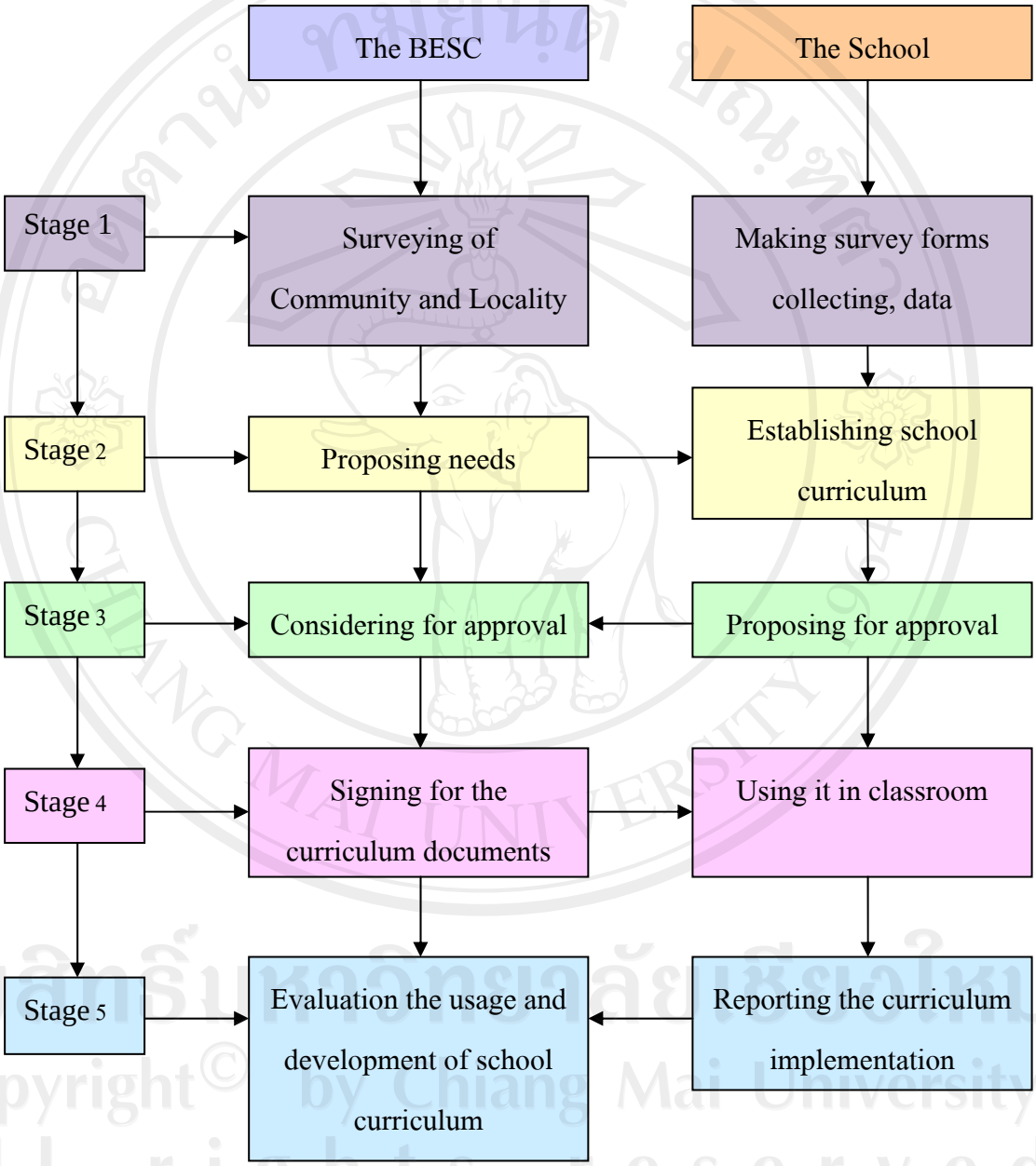

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Table 5 Illustrate the comparison of participative/ non-participative roles and duties in other academic matters before and after the participation development process.

Before developing the participation process	**After developing the participation process**
Academic matters Roles/duties in developing other academic matters of the educational institution	
Roles/tasks 1. Offering opinions and promoting the following : - organizing ambience and environment ☑ - organizing learning process ☑ - providing learning resources ☑ - local wisdom learning ☒ 2. Providing internal education assurance system in the educational institution as follow : - acknowledging ☑ - giving advice ☒ **Participation levels** Four levels of two tasks :	**Roles/tasks** 1. Offering opinions and promotingthe following : - organizing ambience and environment ⊟ - organizing learning process ☑ - providing learning resources ☑ - local wisdom learning ☑ 3. Providing internal education assurance system in the educational institution as follows : - acknowledging ☑ - giving advice ☒ - operating (beyond roles) ☑ **Participation levels** Four levels of two tasks :

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Before developing the participation process	After developing the participation process
1. brain storming 2. making decision 3. operating 4. acknowledging	1. brain storming 2. making decision 3. operating 4. earning benefits

Before developing the participation process, the basic educational school committee members had taken part in all tasks except bringing local wisdom to be taught and setting the internal quality assurance system in the school.

After having been developed, it was found that the school board members had taken part in the same roles they had done before except the organizing the school environment and giving advice for the quality assurance system. They participated in operating the quality assurance system which was beyond their given roles. The participatory levels were 4 levels as they used to be, but change from the acknowledging to earning benefits instead.

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Table 6 Illustrate the comparison of participative/ non-participative roles and duties in "Budget" before and after the participation development.

Before developing the participation process	After developing the participation process
Roles and duties in promoting teaching-learning management	
Budget	
Role/tasks	**Role/tasks**
1. Providing advice on the following : - establishing the school budget ☑ - spending the school budget ☑ 2. Offering suggestions about: - issuing rules, code of practice and financial guidelines ☒ - earning income from school properties ☒ - earning income as provided by laws codes of practice announcements ☑	1. Providing advice on the following: - establishing the school budget ☑ - spending the school budget ☑ 2. Offering suggestions about: - issuing rules, code of practice and financial guidelines ☒ - earning income from school properties ☒ - earning income as provided by laws codes of practice announcements ☑

Before developing the participation process, the basic educational school committee members had taken part in providing opinions and giving advice on establishing and spending the school budget and making suggestions about earning income as provided by the laws, rules, codes of practice, announcements. The did not took part in giving an approval the suggestions about issuing rules, codes of practice

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and financial guidelines of the school since the lacked of knowledge about bureaucratic rules and codes of practice. Because of the smallness of Ban Doikhom school, there was not enough properties to be earned so the board members had no participation in this point.

After having been developed the participation process, the school board members had still taken part in the same roles and they did not take part in tasks that they dad not previously taken part in with the same reasons.

Table 7 The comparison of Participative/Non Participative Roles and Duties in Promoting Learning-Teaching Management of "Personnel" Before and After the Participation Development Process.

Before developing the participation process	**After developing the participation process**
Roles/Duties in Promoting Learning Teaching Management Personnel	
Roles/Duties	**Roles/Duties**
1. Overseeing, monitoring the personnel administration in line with the provided policy and law about. - Considering promotion ☒ 2. Proposing the requirements of teachers and educational personnel to ESA committee ☑	1. Overseeing, monitoring the personnel administration in line with the provided policy and law about. - Considering promotion ☒ 2. Proposing the requirements of teachers and educational personnel to ESA committee ☑

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Before developing the participation process	After developing the participation process
3. Making opinions about personnel administration: - hiring teacher assistants ☑ - considering the teacher transferring ☑	3. Making opinions about personnel administration: - hiring teacher assistants ☑ - considering the teacher transferring ☑
4. Taking actions in other duties as provided: - other duties as provided by the teacher and educational personnel administration act of B.E. 2547 ☒ - other duties as provided by other laws ☒ - taking actions when offehad by the ESA committee ☒	4. Taking actions in other duties as provided: - other duties as provided by the teacher and educational personnel administration act of B.E. 2547 ☒ - other duties as provided by other laws ☒ - taking actions when offehad by the ESA committee ☒

Before the developing process, the school board members had taken part in the second duty-proposing the requirements positions of teachers and educational committee to the ESA committee in the service area and the third duty-making opinions about personnel administration regarding the hiring of teacher assistants and teachers' transferring. The did not participate in taking actions in other duties as provided by the act of teachers and educational personnel administration B.E. 2547 since they had not know what roles and duties they had to do together with the ESA committee did not assign any tasks for them.

After having developed. They still performed the same old tasks with the same old reasons.

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Table 8 The Comparison of Participative/Non Participative Roles and Duties in Learning Teaching Management Regarding "General Affairs Administration Before and After the Participating Development Process.

Before developing the participation process	After developing the participation process
Roles/Duties in Developing of Learning Teaching Management General Affairs Administration	
Roles/Tasks	**Roles/Tasks**
1. Offering opinions and advice on the making of policy and the educational development plan ☑	1. Offering opinions and advice on the making of policy and the educational development plan ☑
2. Acknowledging, offering opinions, advice to the school in line with laws, regulations, codes of practice, announcements orders policy and plans of all the commanding units and relevant to the requirement of committees and local ties as follows: - school affairs ☒ - reporting the teachers misbehave to the ESA ☒	2. Acknowledging, offering opinions, advice to the school in line with laws, regulations, codes of practice, announcements orders policy and plans of all the commanding units and relevant to the requirement of committees and local ties as follows: - mobilizing education resources ☒ - reporting the teachers misbehave to the ESA ☒
3. Offering opinions, suggestions, coordination, supporting things as	3. Offering opinions, suggestions, coordination, supporting things as

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Before developing the participation process	After developing the participation process
follows: - mobilizing education resources ☑ - overseeing, maintaining school properties ☑ - utilizing school properties ☑ - earning benefits from school properties ☒ 4. offering opinions, advice in issuing codes of practice, rules, announcements, guidelines of running the school affairs as provided by laws, regulations announcements ☒ 5. offering opinions, advice on the following issues: - community empowerment ☑ - creating relationship with other institions in communities and localities ☑ 6. taking actions in school affairs as provided by laws, regulations, codes of practice, announcement, orders ☒ **Levels of Participation** There were four levels in the three tasks of budget, personnel and general affairs administration	follows: - mobilizing education resources ☑ - overseeing, maintaining school properties ☑ - utilizing school properties ☑ - earning benefits from school properties ☒ 4. offering opinions, advice in issuing codes of practice, rules, announcements, guidelines of running the school affairs as provided by laws, regulations announcements ☒ 5. offering opinions, advice on the following issues: - community empowerment ☑ - creating relationship with other institions in communities and localities ☑ 6. taking actions in school affairs as provided by laws, regulations, codes of practice, announcement, orders ☒ **Levels of Participation** There were four levels in the three tasks of budget, personnel and general affairs administration

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Before developing the participation process	After developing the participation process
1. brainstorming 2. making division 3. operating 4. taking part in interest	1. brainstorming 2. making division 3. operating 4. taking part in interest

Before the developing process, the school board members had taker part in brainstorming giving advice, coordinating supporting and acknowledging of establishing policy and school quality development plan, mobilizing research, strengthening communities, creating relationships with communities and localities. They had not acknowledged; given opinions, suggestion, advice for school affairs; issued rules and codes of practice in the school. They had not taken actions in other affairs as prescribed by the laws, regulations, codes of practice because of lacking knowledge about those. They had never reported nor informed of teachers' misbehaviors to the ESA because such behaviors never occured.

After the developing process, there was no change. The still had the same actions with the same reasons.

The levels of participation in promoting teaching learning management regarding three areas of budget, personnel and general affairs administration still had four levels as brainstorming, making decision, operating and obtaining interest.

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Table 9 The Comparison of Participative/Non Participative Roles and Duties beyond the Provision

Before developing the participation process	After developing the participation process
Roles/Duties beyond the Provision	
1. Setting the school vision	1. Setting the school vision
- offering opinions ☑	- offering opinions –
- presenting the vision statements ☑	- presenting the vision statements –
- approving ☑	- approving –
2. Managing administration, operating the lunch project in the following items:	2. Managing administration, operating the lunch project in the following items:
- offering opinions, advice ☑	- offering opinions, advice ☑
- providing cooks ☑	- providing cooks ☑
- allocating some money for the project ☑	- allocating some money for the project ☑
- overseeing, follow up the project ☑	- overseeing, follow up the project ☑
3. taking part in school sports day as:	3. taking part in school sports day as:
- planning ☑	- planning ☑
- being the administrative committee ☑	- being the administrative committee ☑
- being the referee ☑	- being the referee ☑
- providing, presenting trophies ☑	- providing, presenting trophies ☑
- providing food and beverage ☑	- providing food and beverage ☑

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Before developing the participation process	After developing the participation process
- playing sports ☑ 4. Making efforts as follows: - creating learning resources in the school to empowerment community ☑ - decorating the landscape ☑ - building learning resources such as a library, mushroom house, fish pond, frog pond ☑ - mobilizing resources ☑ - allocation scholarship for poor students ☑ - creating in and out networks with people ☑ 5. Taking part in the internal quality assurance system in the school ☒	- playing sports ☑ 4. Making efforts as follows: - creating learning resources in the school to empowerment community ⊟ - decorating the landscape ⊟ - building learning resources such as a library, mushroom house, fish pond, frog pond ☑ - mobilizing resources ☑ - allocation scholarship for poor students ☒ - creating in and out networks with people ☑ 5. Taking part in the internal quality assurance system in the school ☑

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Before the developing process, the school board members had taken part in beyond their roles, for example, providing opinions, giving advice and approving the school vision, managing the lunch project, cooperating the sport and making physical efforts to build up buildings, improving landscape, mobilizing resources and creating networks.

After the developing process, it was found that their roles/duties did not change a lot except the school vision setting because the school was still using the old version. They also stopped requesting for scholarship for poor student since the CCF of the

USA had moved out its office from Lamphun. The took part in the running of the internal quality assurance in the school. This was different from the previous actions that had never taken part in this point

Note 1. the ✓ means become involved in something

2. the – means used to be involved in and stopped getting involved since the problems were solved

3. the × means no participation

To conclude, after the participation process of the school board members had been developed, there was a marked change in the curriculum development process of the educational institution. Previously the school board members had not taken part in every stage of the process. They became getting involved in every stage of the participation process. The participation had increased into four levels: brainstorming, making decision, operating and evaluation.

Regarding the other academic matters, there was not a lot of change between the pre and post development. They had more participation in the issues of offering opinions, making a suggestion about bringing local wisdom to be one of the curriculum substance; they stop organizing the ambiance and environment because the old ones were still in good conditions. The participation levels were four levels: brainstorming, making decision, operating and obtaining interest which was transformed from the acknowledging level.

The three tasks on the learning-teaching management supporting, it was found that the school board members had the same participation styles. They had no change. The participation levels were still in four levels as usual.

The tasks and duties beyond the provided ones still were the same both before and after the development. There were some activities that had not been done such as the setting as a school vision, the mobilization of school scholarships.

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There was the participation in the internal education quality assurance system which occured after the development process.

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