

## **CHAPTER 5**

### **Summary, Discussion, and Suggestion**

This research is a development of indicators and quality criteria for administration in the Basic Education Entity School. There are two objectives for this research. First is to develop indicators and quality criteria for administration in Basic Education Entity School. Second is to find the efficiency of indicators and quality criteria for administration in this kind of school.

The research implementation is conducted in two phases. Phase 1 develops indicators and quality criteria for administration in Basic Education Entity School. The researcher develops these indicators through the integration of methods between the conceptualization for constructing indicators through the Theoretical Definition and Empirical Definition and the use of expert opinion, Exploratory Factor Analysis, and Multiple regression Analysis through the Enter Method. For the construction of criteria for scoring the research is using the method of Analytic Rubrics method through the scoring in each indicator that is summarized to make a conclusion to be the whole picture. In Phase 2 the researcher seeks to measure the efficiencies of the indicators and quality criteria for administration in Basic Education Entity School. The researcher uses the Criterion-Related Validity method through the Concurrent Validity with Pearson Product's Moment Correlation method and test to find the significance with Pearson Correlation Coefficient. The study then utilizes the ready-made table of Pearson (Correlation Coefficient) to compare between the scores for quality of administration in the Basic Education Entity School and the scores of the evaluation on the quality of the school from ONESQA.

The population and the samples used in the research are the Office of Educational Service Area and the Basic Education Entity School under the Offices of Educational Service Area in eight provinces in the Upper North Region. The respondents to the questionnaire are the directors of the Offices of Educational Service Area, deputy directors of the Office of Educational Service Area who are responsible for the administration on technical, budget, personnel administration, and general administration or the heads of the supervisor unit, budget unit, personnel unit and administration units. Sample groups who would answer the questionnaire at the school level are the school directors and chairpersons of committee board of Basic Education Entity School in the schools. The tools used for research are the questionnaires on the administration condition of the Basic Education Entity School, the questionnaire to measure the appropriateness of the indicators for measuring administration in the Basic Education Entity School, and the evaluation form on the administration of Basic Education Entity School.

In the data analysis of this research, the researcher utilizes the SPSS Program for Windows Version 11 which can summarize the research findings, discussion, and the suggestion as what follows.

### Summary of Research Findings

1. The result of developing the indicators and the quality criteria for administration in the Basic Education Entity School can be summarized as the followings.

1.1 The result of studying the administration condition in the Basic Education Entity School reveals that the administration by using the guideline of School-Based Management (SBM) has the average scores between 3.76 and 4.73. The item on “the school’s director plays role and duty as the secretary of the school board of Basic Education Entity School” has the highest average score. “The committee of Basic Education Entity School has authority to identify educational policy” has the lowest average score.

The aspect of arrangement of the educational management by using the Good Governance principle has the average scores between 4.12 and 4.73. “The school administrator opens opportunity for all teachers to express their own opinions” has the highest average score. In contrast, “the school surveys the opinions of all relevant sectors and make available information for the educational management” has the lowest average score.

On the aspect of educational administration based on the principle of educational reform, the average scores stand between 3.39 and 4.71. The item on “the school gets evaluation from both the parent organization and external organization” shows the highest average scores. “The schools get sufficient support on technology for education in various ways” shows the lowest average scores.

On the educational administration based on the implementation guideline for educational administration of the entity school under the Office of Educational Service Area, the finding shows that the average scores are between 2.17 and 4.73. “Make bookkeeping by using the accounting documents, registration and reports identified by regulations” shows the highest average scores. “Implementation of fund of loan for education as identified by regulations” shows the lowest average scores.

1.2 Identification of the indicators for administration of Basic Education Entity School.

The research findings on the identification of indicators for administration of the Basic Education Entity School on the four main components show that component 1 on the technical administration has 10 sub-components and 68 indicators. The power for prediction on the quality administration of the Basic Education Entity School on the technical administration is calculated at 78.90 percent. Component 2 on the budget administration has 9 sub-components and 59 indicators. The power for prediction of quality for administration in Basic Education Entity School on the budget administration is at 84.70 percent. Component 3 on the personnel administration has 10 sub-components and 50 indicators. This component has the power for prediction of the quality for administration in the Basic Education Entity School in the aspect of personnel administration standing at 78.50 percent. And component 4 on general administration has 11 sub-components and 70 indicators. This component registers the power for prediction the administration’s quality in the Basic Education Entity School on general administration at 90.50 percent.

### 1.3 Results of identifying the quality criteria for administration in Basic Education Entity School.

For the identification of quality for administration in Basic Education Entity School, the researcher constructs each of the quality criteria of four main components. The result of components on technical administration has 68 indicators with 119 quality criteria. The component on budget administration has 59 indicators with 72 quality criteria. The component on personnel administration has 50 indicators with 74 quality criteria. The component on general administration has 70 indicators with 88 quality criteria. The identification of scores in the quality criteria for administration in Basic Education Entity School is as the followings.

- 5 mean implementation based on the quality criteria of indicators in “highest” level
- 4 mean implementation based on the quality criteria of indicators in “high” level
- 3 mean implementation based on the quality criteria of indicators in “moderate” level
- 2 mean implementation based on the quality criteria of indicators in “little” level
- 1 mean implementation based on the quality criteria of indicators in “least” level

The interpretation of quality for administration in Basic Education Entity School of the indicator and quality criteria for administration in Basic Education Entity School use the following criteria for making judgment.

The quality criteria of administration in Basic Education Entity School.

Quality level 4.51 – 5.00 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with “Excellent” level

Quality level 3.51 – 4.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with “Good” level

Quality level 2.51 – 3.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with “Fair” level

Quality level 1.51 – 2.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with “Need Improvement” level

Quality level 1.00 – 1.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School that fails criteria

1.4 The manual for application of indicators and quality criteria for administration in Basic Education Entity School.

The manual for application of indicators and quality criteria for administration in Basic Education Entity School is constructed by the researcher for the relevant people in the administration of the Office of Basic Education Entity School to apply it as the guideline for administration in Basic Education Entity School and for implementation of educational quality assurance in school. In addition the parent organization or the external organization can use it as the tool and guideline for efficiently supervising, monitoring, and evaluating the quality for administration in Basic School as “legal entity”

## 2. Efficiency of indicators and quality criteria for administration in Basic Education Entity School

To measure the efficiency of indicators and quality criteria for administration in Basic Education Entity School, the researcher seeks to obtain the Criterion-Related Validity through the Concurrent Validity of the tool that can measure the qualification that is consistent with the authentic condition. Therefore it is reasonable to measure the reliability and to confirm it for the indicators and the quality criteria for administration in Basic Education Entity School as constructed by the researcher in this research. The indicators and quality criteria can measure consistently with the authentic situation on the administration and educational administration in the Basic Education Entity School based on the implementation guideline for educational administration of the Basic Education Entity School.

### **Discussion of Research Finding**

The researcher divides the research discussion into two parts which are (1) the development of indicators and quality administration in the Basic Education Entity School, and (2) the inquiry for efficiency of indicators and the quality criteria for administration in Basic Education Entity School. The development of indicators and quality administration in Basic Education Entity School has certain issues for discussion in this research finding as the followings.

1.1 The research findings on the administration of the Basic Education Entity School reveal that the administration and the educational administration through the use of School-Based Management, the principle of educational reform, the principle of city management on Good Governance, and the implementation guideline for the Basic Education Entity School in all aspects are in high level. This may result in the state educational reform system that focuses on decentralization of authority to the Office of Educational Service Area, the school and local organizations. Later, there is the identification to allow the Ministry of Education to decentralize the administration on technical, budget, personnel administration, and general administration to the committee board of the Office of Educational Service Area and the school under the Office of Educational Service Area. The announcement of Secretary General of the committee board of Basic Education to the committee board of the Office of



Educational Service Area in the Office of Basic Education Commission in BE 2550 (2007) identifies two types of school for receiving the decentralization: School Type 1 and School Type 2. School Type 1 is the schools which are strong, autonomous, and efficient in the administration and the educational management according to the four missions of decentralization. This decentralized kind of school uses the School-Based Management that focuses on the student-centered education and shows the internal educational quality assurance ready for the external educational quality assurance as well as auditing from other relevant organizations or the public. School type 2 is the school that must get the special support from the Office of Educational Service Area and related organizations in order to prepare for readiness and appropriateness for the administration and educational management based on the four aspects of decentralization. The Office of Educational Service Area still must assist, supervise, and act on behalf of the schools on certain issues. The Office of Educational Service Area must evaluate the readiness of the schools under the service area and then announce the list of schools which are under the criteria of School Type 1 under the Office of Educational Service Area in every fiscal year. Therefore every school must develop itself to be ready to receive the announcement to be classified to be the School Type 1. This type of school has authority to administer and hold the educational management by itself under the Ministerial Laws on identifying the criteria and decentralization method of B.E 2550 (2007).

Such above reason makes the administrators, teachers, and educational personnel understand and perform their duties according to the educational reform policy and the guideline for decentralization on administration and educational management regularly. Therefore this achievement makes the result of study of administration in Basic Education Entity School as the whole picture is in a high level.

## 1.2 The validity of the indicators for administration in Basic Education Entity School

### 1.2.1 Content Validity.

The researcher identifies the indicators for administration for Basic Education Entity School through bringing the study result of administration in Basic Education Entity School along with the analysis and synthesis of secondary data and related theory and concepts through the judgment from the experts on the educational administration, measurement, and evaluation. The quality check of the indicators can tell if the indicator on administration in the Basic Education Entity School has the conceptualization and theory based on the frame of administration in Basic Education Entity School, which is very important (Wirot Sarrattana, 2011). If the development of indicator lacks quality according to the frame of concepts and theories, this defect will affect the quality check for quality of indicators through the statistical methods and therefore become the main cause of failure in indicator development.

### 1.2.2 Construct Validity.

The researcher selects the indicators for administration in Basic Education Entity School which pass the calculation of

construct validity from the experts to find the reliability and discrimination power of the items. The researcher also selects the indicators for administration in Basic Education Entity School that have the proper discrimination power according to the identified criteria to check the construct validity through the Exploratory Factor Analysis (EFA). The findings show that the indicators for administration in Basic Education Entity School in the components on administrations of technical, budgets, personnel management, and general administration have the data appropriateness value (Kaiser- Meyer-Olkin Measure of Sampling Adequacy (KMO) for the analysis of components between 0.689 and 0.858. This value indicates that the data is appropriate and useful for analyzing the components because the developed indicators for administration in the Basic Education Entity School have the construct validity of 0.9961, which is very high, and have the discrimination power in all indicators. This affects the indicators of administration in Basic Education Entity School to have the proper construct validity through the judgment of indicators for administration in Basic Education Entity School which identify each component. The results show that this set measurement follows the expectation of the researcher in all components as it has the Factor Loading of higher than 0.30 in all indicators. This finding is consistent with the research of Poj Charoensantia who develops the quality indicators for working life of government teachers in the Northeast Region and uses the Exploratory Factor Analysis (EFA) to check the construct validity. Samreung Boonruangrat, 1986 (cited in Poj Charoensantia, 2007) give importance in developing good indicators that can be used as a set of measurement tool efficiently through the validity, reliability and discrimination power of indicators.

1.2.3 The selection of indicators for administration in Basic Education Entity School. The researcher uses the Multiple Regression Analysis as the quantity technique in developing indicators (Rattana Buosont 2007). This technique is one of the most accepted techniques to be used for developing quantitative indicators. This technique can identify the independent group (prediction variable) and can predict the dependent variable (predicted variable). It can tell which independent that can predict the best. In this research on the development of indicators and quality criteria for administration in Basic Education Entity School the technique can predict the indicators and quality criteria for four main components of administration in Basic Education Entity School with sub- component which have more or less the prediction power for quality management in this school. It is useful and convenient for application for making plan for quality development on administration, educational management, or tool construction to evaluate the service quality and educational management appropriately based on the school's context.

## 2. Measuring the efficiency of indicators and quality criteria in Basic Education Entity School

In calculating for the efficiency for indicators and quality criteria in the administration in Basic Education Entity School, the researcher seeks Criterion-Related Validity, Concurrent Validity through Pearson Product Moment Correlation and the test for significance of Pearson's correlation coefficient. The use of Pearson's correlation coefficient appears in comparison between the score of implementation of quality administration and educational management in Basic Education Entity School and the score on the quality evaluation for administration and educational

management in basic education school by ONESQA. These schools are the samples group selected in the research. The findings show that the scores on the quality evaluation for administration and educational management in Basic Education Entity School and the scores of quality evaluation on administration and educational administration in Basic Education Entity School from ONESQA show positive correlation in high level with statistical significance at  $P < 0.01$ . This means that when the schools reach high scores on the quality evaluation for administration and educational administration of Basic Education Entity School from ONESQA, they will also have high scores on the quality evaluation for administration and educational administration of the Basic Education Entity Schools. In other words the schools with a good result of educational quality result from ONESQA will also have the high result of quality evaluation. Similarly, from the evaluation form on quality of administration and educational administration in Basic Education Entity School also produces the most important criteria for identifying the type of school to receive the decentralization of administration and educational administration: the result on educational quality evaluation must get standardization from ONESQA. It means that schools must be certified with the standards using the criteria for educational quality evaluation from ONESQA. The educational reform has identified four aspects of decentralization on administration and educational administration to the committee board of the Office of Educational Service Area, Basic Education Entity Schools under the Office of Educational Service Area, and the Office of Basic Education Commission. This identification entitles the Basic Education Entity Schools a “legal entity” status and rights to use the School-Based Management within the principle of good governance.

From the above logic and reasoning, this research can conclude that the tools used for the quality evaluation for administration and educational administration in Basic Education Entity School from ONESQA and the quality evaluation form of administration and educational administration in Basic Education Entity School constructed by the researcher can tell the qualification of administration and education administration in these schools. The tools can be used to confirm the indicators and quality criteria for administration in Basic Educational Entity School on four components which have the quality on concurrent validity because they can measure the quality of administration and education administration in basic education school based on the implementation guideline for educational administration in the schools in the real condition of the schools at present.

From above reason, the research can conclude that the indicators and quality criteria for administration in Basic Education Entity School have qualification to be good indicators because they have content validity, construct validity, concurrent validity, reliability, and discrimination power.

### **Suggestion**

The suggestion for the application of research finding is as the followings.

#### **Policy level**

1. The Office of Basic Education Commission, the Office of Educational Service Area can bring the indicators and quality criteria for administration in Basic Education Entity School to apply as tools for checking, supervising, and monitoring the administration and educational administration in Basic Education Entity School as

“legal entity school” under the supervision of the Office Basic Education Commission.

2. The Office of Basic Education Commission and the Office of Educational Service Area can bring the indicators and quality criteria for administration in Basic Educational Entity School to identify strategy for developing the basic school to be ready for the decentralization of authority in administration and educational administration.

3. The Office of Basic Education Commission and the Office of Educational Service Area can bring the indicators and quality criteria for administration in Basic Education Entity School to use as the research and development (R & D) or in form of Action Research to develop the quality for administration and educational administration appropriately based on the school’s context

#### Implementation level

1. Basic Education Entity School can utilize the indicators and quality criteria for administration in Basic Education Entity School for making plan for developing quality and educational administration according to the implementation plan for educational administration in the schools.

2. Basic Education Entity School can use indicators and quality criteria in Basic Education Entity School to use as a guideline for developing the personnel management in the school to prepare for decentralization of administration and educational administration.

3. Basic Education Entity School can bring indicators and quality criteria for administration in the school to apply in self-evaluation according to the guideline in the internal quality assurance in the schools.

#### Suggestion for research in future

1. The research to test the correlation of the correlation model of indicators for administration in Basic Education Entity School by using empirical data should be conducted.

2. Research should be conducted continuously to develop the indicators and quality criteria for administration in Basic Education Entity School appropriately in the due time and school’s context.