

SCHOOL MANAGEMENT STRATEGIES TO ENHANCE THE ACCOUNTABILITY*

Chanawat Oklakorn¹

Nuntarat Charoenkul²

Pruet Siribanpitak³

Abstract: The objectives of this research were 1) to study the framework of management to enhance the accountability 2) to study the current and desirable states of management to enhance the accountability 3) to analyze strengths, weaknesses, opportunities and treats of management to enhance the accountability and 4) to develop school management strategies to enhance the accountability. The study applied a mixed method approach. The sample were 395 schools under the office of the Basic Education Commission. The instruments used in this study were questionnaires and the strategic evaluation form to testify feasibility and appropriateness. The data were analyzed by frequency, percentage, standard deviation, PNI_{Modified} and content analysis.

The research results showed that 1) the framework of management to enhance the accountability consist of five school management: Physical and Emotional well-being of students, Students Learning outcome, Equity for Opportunity to learn of students, Improving capacity of teacher and school management and Parents and community empowerment. 2) In general, the current state of management to enhance the accountability performed at the middle level (\bar{x} = 3.224). While considering each aspect, physical and emotional well-being of students had the highest average (\bar{x} = 3.352). The desirable state of management to enhance the accountability was performed at a highest level as a whole. While considering each aspect, equity for opportunity to learn of students had the highest average (\bar{x} = 4.679). 3) The strengths of management to enhance the accountability were students learning outcome and physical and Emotional well-being of students, while the weakness of management to enhance the accountability were improving capacity of teacher and school management and parents

* This dissertation was funded by THE 90th ANNIVERSARY OF CHULALONGKORN UNIVERSITY FUND (Ratchadaphiseksomphot Endowment Fund).

¹ Ph.D. Candidate in Education Administration, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.

Chanawat@me.com

² Ph.D., Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.

Nuntarat.c@chula.ac.th

³ Ph.D. Professor, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University, Thailand.

pruet.s@chula.ac.th

and community empowerment. The opportunity for management to enhance the accountability was technology. While the threats for management to enhance the accountability were the government policy, economy and society. 4) The school management strategies to enhance the accountability were (1) Reforming school management for improving the capacity of teacher and school management to enhance the accountability. (2) Increasing the efficiency of school management focused on equity for opportunity to learn of students to enhance the accountability. (3) Developing the quality of school management for parents and community empowerment to enhance the accountability. (4) Promoting school management of students learning outcome to enhance the accountability. (5) Driving school management of physical and emotional well-being of students to enhance the accountability.

Keywords: School Accountability / Management Strategies to Enhance The Accountability.

Background and Significance of the Study

Institution of education, considered a significant source of knowledge and a human resource in a society, plays an important role to help develop people's potentials to a great extent in all aspects. Thus, educated people have been developed to be ones who are intelligent, virtuous, and happy. The development of people to crucially participate in democratic society has always mentioned as the main purpose of learning management in higher education (Harvey & Immerwahr, 1995). Likewise, Samkokes (2011) stated that a university is a place for higher education, helping develop students to become people with good characteristics of the world, good people of a country, people who care other peoples and the world, self-responsible people, as well as the world creators.

Education with the purpose to develop potential people is considered a civil society generation, which is a learning process aiming at forming human beings' behaviors in appropriate ways, and has also been a tool to maintain the political state of being in a society. Politics and government systems are based on members of civil society members who are necessarily educated in terms thoughts, and operational approaches in conjunction with such these systems. As such, meaningful education has been ascribed to education enabling people to well interconnect themselves to an environment including politics, a government, a kept changing society, and the changing world (Tantisunthorn, T., 2011).

Obviously, institute of education is a source of knowledge and a place generating a crucial human resource of a society. It has been considered the main institute helping enhance good characteristics of potential people through education management so as to generate mature civil society, plan administration strategies for higher education institutes to develop students to become potential people, and form operational systems for higher education institutes to produce students with expected characteristics to be good people of a country and the world.

The Purpose of The Study

There are four purposes for the study:

1. To study the framework of management to enhance the accountability.

2. To study the current and desirable states of management to enhance the accountability.
3. To analyze strengths, weaknesses, opportunities and treats of management to enhance the accountability.
4. To develop school management strategies to enhance the accountability.

The Conceptual Framework of The Study

According to the studies and research reviews related to, researchers synthesize the school management strategies to enhance the accountability, researchers synthesize the conceptual framework for research as follows: (view on Figure 1)

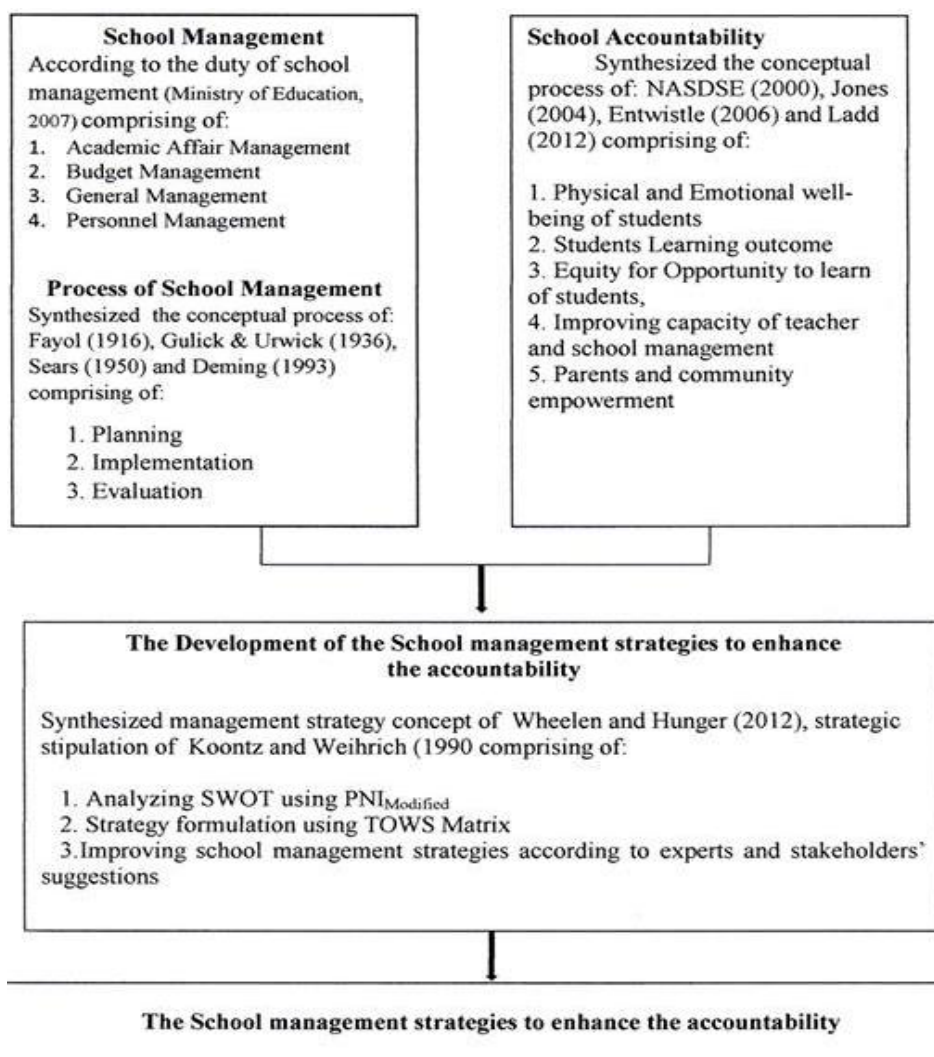


Figure 1: The Conceptual Framework of The School Management Strategies to Enhance The Accountability

Review of The Related Literature

In studying The School management strategies to enhance the accountability, the researchers studied and reviewed the following relevant documents:

1. School Accountability
2. School Management
3. Development of management strategies
4. Relevant researches

Research Methodology

The overall process is focused as follows:

(See Figure 2 on the next page)

Results, Discussions and Suggestions

Results

The research results showed that:

1. The framework of management to enhance the accountability consist of five school management: Physical and Emotional well-being of students, Students Learning outcome, Equity for Opportunity to learn of students, Improving capacity of teacher and school management and Parents and community empowerment.

2. The current situation and the desirable situation for the The Higher education institution management strategies for developing citizenship of university students

2.1 From the internal factor analysis, it is found that the current situation for the management for developing citizenship of university students was performed at the middle level. While considering each aspect, democratic knowledge had the highest average (\bar{x} = 3.041).

From the external factor analysis, it is found that current situation for the The Higher education institution management strategies for developing citizenship of university students is middle level (\bar{x} = 3.105). While considering each aspect, Technology aspect has the highest current mean (\bar{x} =3.333), followed by the government policy condition which has a lower current mean (\bar{x} =3.024), followed by social condition which has a lower current mean (\bar{x} =3.018), and finally, the economic condition, which has the lowest current mean (\bar{x} =2.992).

2.2 From the internal factor analysis, it is found that the desirable situation in for the the higher education institution management strategies for developing citizenship of university students is considered high (\bar{x} = 4.445), While considering each aspect, democratic knowledge had the highest average (\bar{x} = 4.454).

From the external factor analysis, it is found that the desirable situation in for the the Higher education institution management strategies for developing citizenship of university students is considered highest (\bar{x} = 4.530). When consider each aspect, it is shown that technological condition has the highest desirable mean (\bar{x} =4.572), followed by the government policy aspect, which has a secondary desirable mean (\bar{x} =4.542). The societal

condition has the desirable mean of ($\bar{x}=4.527$) and the economic condition has the lowest desirable mean ($\bar{x}=4.479$).

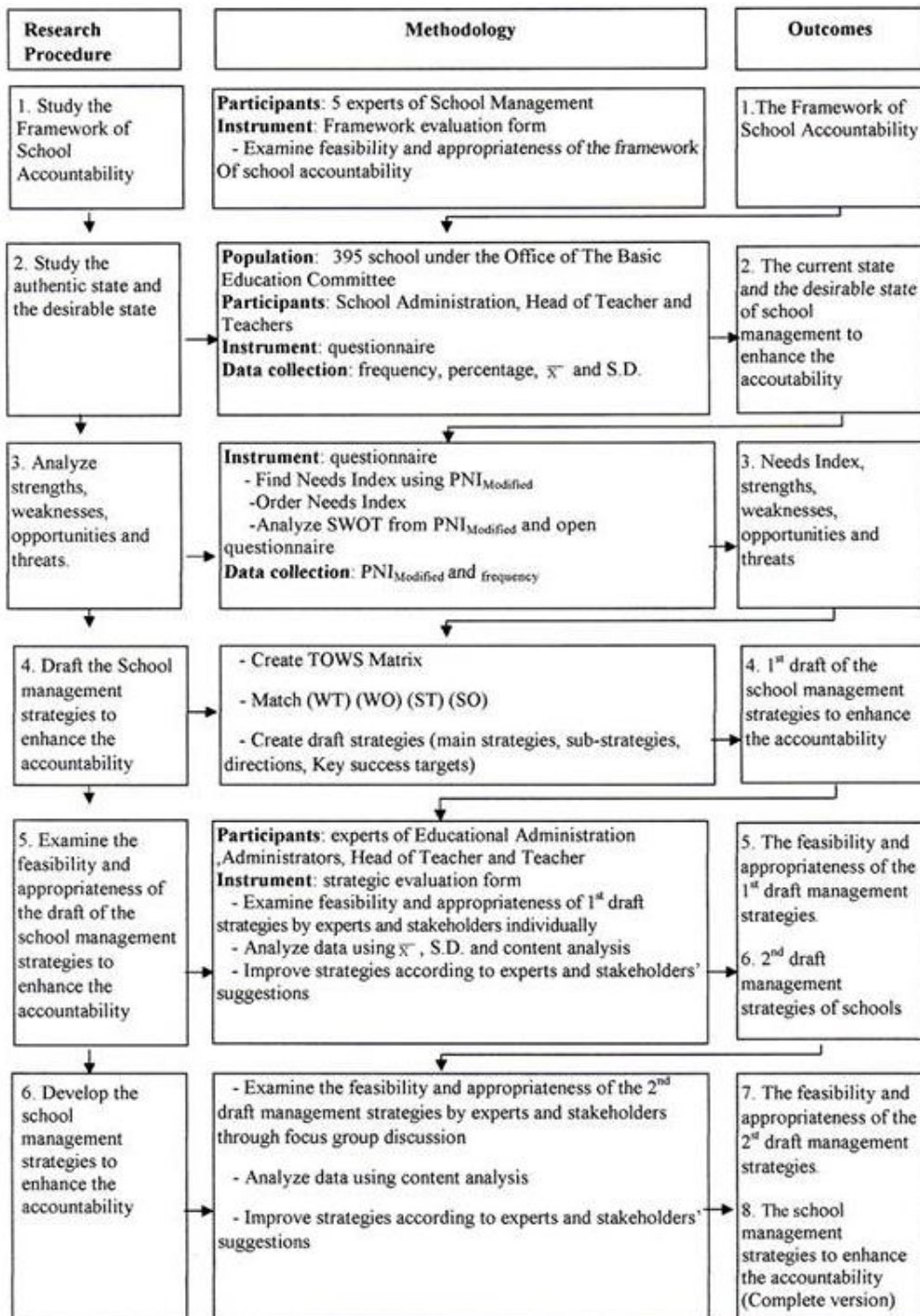


Figure 2: Research Methodology Procedure Results, Discussions and Suggestions

3. Strengths, weaknesses, opportunities, and threats The Higher education institution management strategies for developing citizenship of university students

3.1 The administration's strengths in Higher education institution for developing citizenship of university students is democratic participation (PNI modified= 0.4696) and democratic knowledge.

3.2 The administration's weaknesses in higher education institution for developing citizenship of university students is democratic skill (PNI modified= 0.492)

3.3 The administration's opportunities in higher education institution for developing citizenship of university students is technology conditions (PNI modified= 0.349)

3.4 The administration's threats in higher education institution for developing citizenship of university students are government policy (PNI modified= 0.502), social conditions (PNI modified = 0.500) and economic conditions (PNI modified= 0.496).

4. The Higher education institution management strategies for developing citizenship of university students

The researchers developed 5 main management strategies and 20 supplementary management strategies as follows:

(See Figure on the next page)

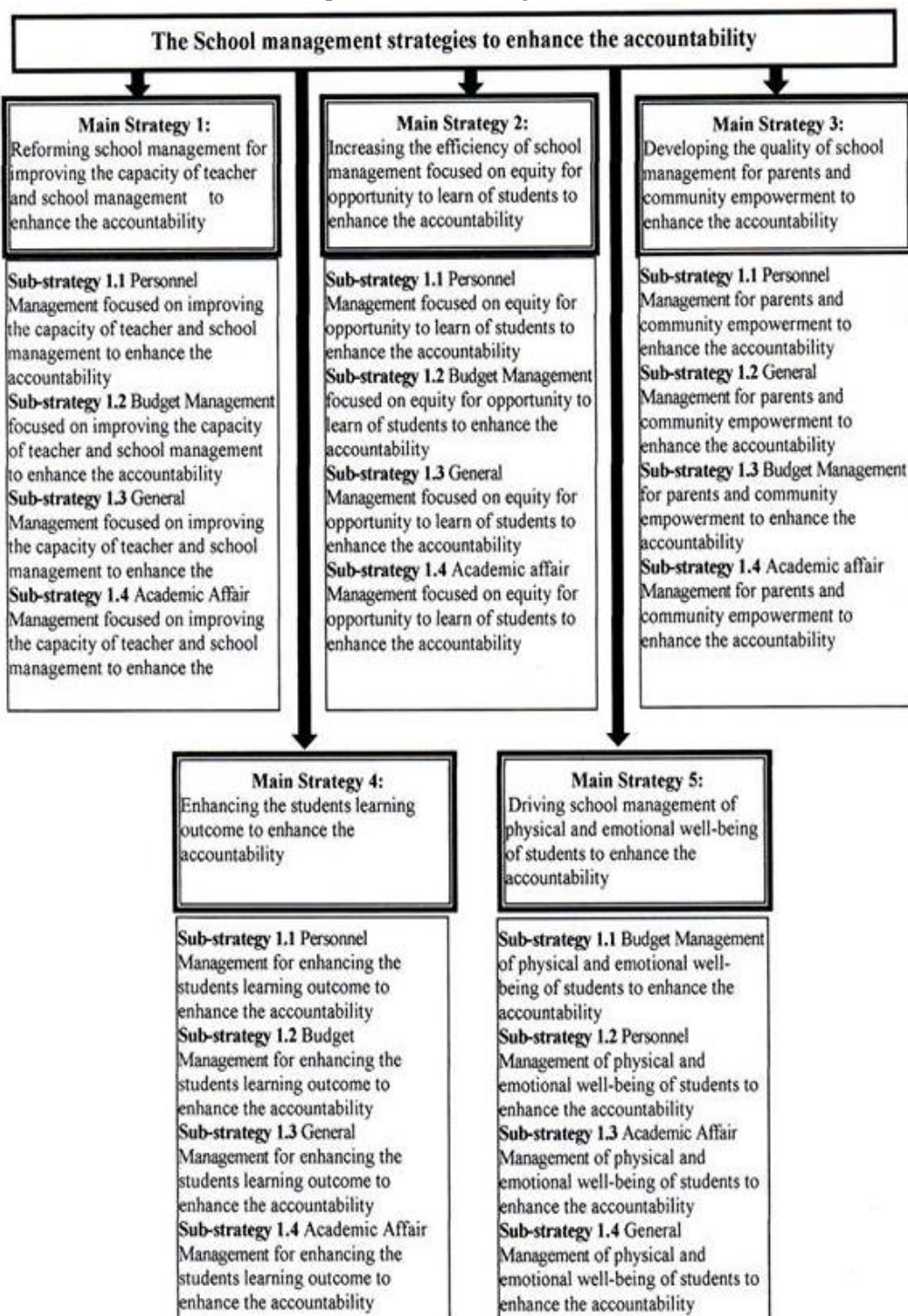
Results Discussion

1. The current situation and the desirable situation for The Higher education institution management strategies for developing citizenship of university students

1.1 The result regarding the current state of the institution of education administration to make students good citizenship was rated as a whole at a moderate level in the aspects of democratic knowledge, democratic skills, and democratic participation. When considering mean score in each aspect, it revealed that the aspect of knowledge about democracy was rated at the highest level. This result was congruent with Noknoi, V. (2003) when studying about the characteristics of good citizenship of students at Kasetsart University and found that students' good citizenship was rated at a moderate level. Likewise, Ahmet (2001) stated that education for democratic citizen should enhance the youths' knowledge, skills, values, and attitudes helping them to realize how to be democratic citizenship.

1.2 The result concerning the expected state of the institution of education administration to make students good citizenship was rated at a high level in the aspect of democratic knowledge, democratic skills, and democratic participation. When considering each aspect, it showed that the mean score of the expected state in the aspect of democratic knowledge was rated at the highest level. This result was consistent with the Thai Civic Education's (2013) stating that it is necessary for democratic citizen to have enough substantial knowledge to be democratic citizen. In addition, the result was in accordance with the study done by Wiphattaphumprates, T. (2013) about democratic citizenship of students at Dhurakit University in the aspects of individual and family using 410 samples and questionnaires about the

citizenship in the democratic regime. The data were analyzed using descriptive statistics namely t-test and One Way ANOVA, and the results revealed that the students' democratic citizenship was rated at a high level.



1.3 The result about the current state of external variables concerning making the citizenship of students showed that technology was found important for institution of education administration in making students at a tertiary education level good citizenship, and Thai higher education institutes have tried to adopt various technologies to develop and enhance the administration and production of Thai graduates.

1.4 The result in terms of the current state of external variables concerning making the citizenship of students reported that the mean score of the expected state in the aspect of technology was rated at the highest level, which related to Smith (2005) mentioning that the strategy in education management helping to develop the citizenship should be a curriculum construction using information technology with a focus on students' potentials development using an analysis via basic information in a society. Furthermore, Print (2012) mentioned that the curriculum regarding citizenship should have an aim to enhance active citizen. With the acceptance of the effects of technological media using in communication, technology is considered significant to help students become good citizens.

2. Strengths, weaknesses, opportunities, and threats for the Higher education institution management strategies for developing citizenship of university students

2.1 The result in accordance with the strengths of the institution of education administration in making the citizenship of students manifested that the strengths of citizenship of students were democratic participation and democratic knowledge, helping higher education institutes have developed students to be knowledgeable in democracy and participants in democratic activities. This notion is in line with Tantisunthorn's, T. (2011) that to produce citizen is a preparation for a sustainable government by relaying values through training and practices in forms of various activities, and living together in democratic government. Barber (1984) stated that education management for citizenship is a direct instruction in educational institutes, participation in social activities, and participation in political matters in all levels.

2.2 The result in terms of the weaknesses of the institution of education administration in making citizenship of students revealed that the weakness of the citizenship of students was democratic skills, showing that higher education institutes have administered institution of education in the direction to support students' citizenship regarding democratic skills. Higher education institutes have taken responsibilities to enhance students' democratic skills, turning students to good citizens, social responsible people, good behavior people, well self-treated people, people well treating other people, people with good attitudes towards others, and people with maturity, intelligence, enabling to live oneself properly at one's social status in a society. Plainoi, N. (2002) said that education for citizenship should urge students to gain knowledge and more practice, create systemic thinking skills, understand oneself and others as well as understand nature and super nature and also the share the purpose of living together among human beings.

2.3 The result in the aspect of opportunities of the institution of education administration in making citizenship of students said that the opportunity of the citizenship of students was technology showing that the advancement of technology has partially helped develop the students' citizenship with expected characteristics

and has been a factor to ease a learning development of students, resulting in good citizenship. Higher education institutes should generate a new knowledge construct, leading to the creation of new innovative tools basing on technological base. This statement is concurrent with Siricharoen's, N. (2012) study in integrating the citizenship with future Thai democracy, depending on communication via integrating process to enhance the clear cut knowledge construct in terms of citizenship.

2.4 The result regarding threats of the institution of education administration in making citizenship of students manifested that the threats in making citizenship of students were the government's policy, the state of economy, and the state of society, showing the government's policy, the state of economy, and the state of society have not supported the making of citizenship of students. Besides, there has not been an instant government policy to develop students' citizenship, a budget provided, and participation from community to support curriculum and learning activities about the students' citizenship.

3. The Higher education institution management strategies for developing citizenship of university students

The results showed that there have been three main strategies comprising: 1) a reform of institution of education administration to enhance students' democratic skills; 2) a reform of institution of education to enhance students' democratic participation; 3) a reform of institution of education to enhance students' democratic knowledge. Similarly, Samkokes, W. (2011) mentioned that higher education institutes should prepare students for future citizens of the world, good citizens of a country who have a sense of belonging, care for other people, and are self-responsible and a world creators.

Suggestions in Utilizing The Research Findings

1. Institution of education administrators should support the use of modern technology to develop the students' citizenship. According to the results of the present study, it was found that the state of technology is an opportunity for the institution of education administration to make a citizenship of students. As such, the administrators of higher education institutes should adopt advanced technology in teaching and learning management and support budgets for the development of materials for use in citizenship learning. In addition, media campaign for the citizenship and the use of technology in conducting civil activities in institution of education should be supported.

2. The main strategy higher education institutes should act on immediately is strategy 3 regarding a reform of institution of education to enhance students' democratic knowledge. According to the results of the present study, it was found that the democratic knowledge was strength for institution of education administration. Hence, higher education institutes should adopt strategy 1 and act on it immediately by containing Civil Education Subject in General Education Section, along with each subject through using project-based learning, which resulting in the more effective citizenship of students.

3. The main strategy higher education institutes should have aggressive plan on is strategy 1 regarding students' democratic skills in education. According to the

results of the present study, it was shown that democratic skills was a weakness in institution of education administration in making a citizenship of students showing there should have been an aggressive plan to reduce weakness in institution of education administration, prevent the administration from being obstructed by external factors, give a focus on the development students' democratic skills through various international experiential learning with multi cross cultural environments, and contain Physical Education in General Education Section to enhance students' democratic skills.

4. Higher education institutes should manage an internationally experiential learning with multi cross cultural environment. According to the results of the present study, it was manifested that it is the most essential to manage an internationally experiential learning with multi cross cultural environment, and, thus, administrators of institution of education should give a support on this kind of learning. Ahmet (2012) stated that one of the characteristics of good citizenship is appreciating the diversity of values and cultures, races, and religions in a local context, a national context, and an international context.

Suggestions for Further Researches

1. Research studies on strategies for institution of education to create a good citizenship of students in various educational contexts should be conducted. According to the present study, the overall results only generalize on government universities and private universities under the control of Office of Higher Education, excluding specialized institutions and private colleges. Thus, there are no results shown about the citizenship of students affiliated in such contexts.

2. Research studies on the appropriateness of strategies for the institution of education administration to create a good citizenship of students as categorized by types of university should also be conducted. The universities, for example autonomous universities under the control of a government, government universities, Rajabhat universities, Rajamangala universities, and private universities should have their own strategies to create a good citizenship of students.

References

- Ahmet, D. (2012). *A curriculum framework for active democratic citizenship education Schools, Curriculum and Civic Education for Building Democratic Citizens*. Netherlands: Sense Publishers.
- Citizenship Foundation. (2006). *Making Sense of Citizenship. A continuing Professional Development handbook*. London: Hodder Murray.
- Cogan, J. J. (1997). *Multidimensional Citizenship: Educational Policy*.
- Harvey, J., & Immerwahr, J. (1995). *The fragile coalition: Public support for higher education in the 1990s* Washington, Dc: American Council on Education.
- Koontz, H. and Wehrich, H. (1990). *Essentials of Managements*. 5th ed. Singapore: McGraw-Hill.
- Nawarat Praynoy. (2002). The role of education in creating a study to establish citizenship. *Journal of Education*, 26 (2), 11-17.

- Office of the Education Council. (2554). *Policy to drive education reform in the second decade (AD 2554-2561)*. Bangkok: Office of the Education Council. The Ministry of Education.
- Nattanan Siricharoen. (2012). The use of integrated media to the citizens on the future of democracy in Thailand. *Journal Veridian E-Journal*, SU, Silpakorn University, 5 (1).
- Parinya Dhevanaremitkul (2012). Bangkok: Nanmeebooks Publication.
- Smith, A. (2005). *Civic and Citizenship Education in contested divided societies*. University of Ulster Ireland.: Unesco Chair.
- Thai Civic Education. (2013). *Conceptual framework for Thai democratic citizenship education curriculum*. Bangkok: The Office of Basic Education Commission.
- Thippaporn Tantisoonthorn (2011). *Citizenship Education*. Bangkok: Policy study Institution.
- Thuntuch Viphatphumiprathes (2555). *Effects of Civic Education's Problem-Based Learning Activities on Citizenship Awareness of University Students*. The report findings to the class. Bangkok: Dhurakij Pundit University
- Varakorn Samkoseth. (2011). *Education for Citizenship Retrieved*, 31 July, 2011, from <http://www.varakorn.com/page.php?id=27>.
- Weerapong Noknoi. (2003). *the characteristics of a good citizen of university students in Kasetsart University: The Case study of university students in Kasetsart University*. Bangkok : Kasetsart University.
- Wheelen, T. L. and Hunger D. J. (2012). *Strategic Management and Business Policy*. 13th ed. Upper Saddle River, NJ: Pearson.