

A STUDY OF PARENTS' EXPECTATION AND SATISFACTION TOWARDS SCHOOL MANAGEMENT IN NOPPARATPATTANASAS SCHOOL, BANGKOK, THAILAND

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Abstract: The purpose of this study was to study of parents' expectation and satisfaction towards school management in Nopparatpattanasas School, Bangkok, Thailand. The results showed that the level of parents' expectation and satisfaction towards school management were "Agree". The finding of the hypotheses research found that, there was a significant difference between parents' expectation and satisfaction of school management, and four dimensions, and there was a significant difference between kindergarten level parents' expectation and satisfaction in school management, and there was a significant between elementary level parents' expectation and satisfaction of school management. The results of this study showed that most of the parents were satisfied with the school management in term of human resource management and general management. Based on the finding, the researcher recommended that Nopparatpattanasas School should emphasize on the curriculum management and the budget management.

Keywords: Parents' Expectation, Parents' Satisfaction, School Management

Introduction

The education is a tool to improve the quality of life and a foremost role in the country's development. As the globalization speeds up, the knowledge is transferred from one nation to another easily. Moreover, the communication technology can connect people wherever in the world together which includes the education activities.

In the business economic forum 2012 mentioned that we needed development had variety of skills to work in the real life. The increasing of the language skills needed in the private sector was in consistent with the trends of foreign employment and market needs. In order to gain the market share and increase the competitive advantage in the international sector, the management skills had to be developed to reach an international standard management (Amatamatuchart, C 2011). Moreover, both public and private schools needed to reach the international

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standard and produce the quality people for the international market (Samudvanijja, C 2011).

Nopparatpattanasas School had expanded from kindergarten level to elementary level since 2010. The school had employed new administrators and teachers, and also improved school environment, curriculum to increase the school's capability. However, in the past four years, not much of kindergarten level students enrolled to study in elementary level of Nopparatpattanasas School. Moreover, some elementary level students quit from school because the parents were not satisfied in the school management. These were the motivate to do this research. The results will be used to improve the school management, increase the parents' satisfaction and trust, and increase number of elementary level students in the future.

The objective of surveying was to get the information from the parents as much as possible. Getting more parent's suggestion means know your customer better (Brown, A.S 1992). To solve the problems, the surveys were distributed to kindergarten and elementary level parents in Nopparatpattanasas School to identify the level of parents' expectation and satisfaction towards school management, and four dimensions (curriculum management, budget management, human resource management, and general management)

Objectives

There are six objectives:

1. To study the demographic of parents of Nopparatpattanasas School.
2. To study the level of parents' expectation before enroll their child to study in Nopparatpattanasas School towards school management in four dimensions, (curriculum management, budget management, human resource management, and general management).
3. To study the level of parents' satisfaction after enroll their child to study in Nopparatpattanasas School towards school management in four dimensions (curriculum management, budget management, human resource management, and general management)
4. To compare between parents' expectation and satisfaction towards school management in four dimensions (curriculum management, budget management, human resource management, and general management).
5. To compare between kindergarten level parents' expectation and satisfaction towards school management in four dimensions (curriculum management, budget management, human resource management, and general management).
6. To compare between elementary level parents' expectation and satisfaction towards school management in four dimensions (curriculum management, budget management, human resource management, and general management).

Literature Review

School based-management is the strategy to improve the quality of education by decentralize the state control to the school self-direct management through the school committee, combine with school administrators, teachers, students, and parents. The school committee is responsible for making the decision of budget, human resource, and curriculum. (American Association of School Administrators, 1988 reference in School based-management, (Boonprasert, U 1999). Base on the reports from schools and researchers, found that the development of school management and improvement of students' achievements, an important dimension need to develop first was the human resource management and followed with curriculum management then the general management. The last one was the working process (Neanyord, B 2003). For the human resource management, can be classified into three group. The first is group of operation consists of teachers and school managers. Then the target group is the students. The last one is school supporters which include parents, community, and the ministry. School based-management is a part of education development strategy by decentralized the management power from the state to the school management committee which are comprised of school managements, teachers, students, parents, and the community representative. The committees are responsible for cooperation of education management and made of the decisions for school budget, human resource, and curriculum (Ministry of Education, 2005).

Role of school management participation are divided into four functions as following: curriculum management, the committee and accomplices have to prescribe school curriculum, subjects, and the locality study. Moreover, the school have to determine the teaching process that emphasize on the group of working study and the corporative in teaching and learning. The teaching instruments are importance for learning and teaching process, and monitor the quality of education in school.

Human resource management, the committee and accomplices have to decide amount of teacher per students, teachers' recruitment process, and participate in teachers' development and evaluation process.

Budget management, the committee and accomplices need to support the management operation for effective management in term of denominate and auditing the school budget.

General management, the committee and accomplices need to develop the building, facilities and school environment to accommodate of teaching and learning activities for benefit of students and the community around the school area. Moreover, the cooperative between school and community are importance for example, the religions activities, arts, local attainments, and the local culture preserve (Boonprasert, U 1999).

Abraham Maslow's Hierarchy of needs assumed that the human always need and wants, there are five level of human needs from lowest needs to the highest needs (Maslow, 1970) as following:

1. Physiological needs, these is the basic needs for human survives in a dairy life, for example breathing, food, water, homeostatic, sleep, sex and excretion.
2. The safety and security needs, after human are fulfill with the physiological needs, then need the higher dimension. For example, needs of life safety and

security, needs of protection. Human always fear and anxieties in the feeling or staying of unsafe environment.

3. The love and belonging needs, social need, when the physiological and safety needs are large taken, after that they are needed for the love and belonging needs. For example need to be a part of social, needs love from their friends, family, and others.

4. The esteem needs, Maslow is desired for two steps of esteems which low and high esteem needs. The low of esteem needs are from the others respect, for example needs for status, and needs to be the famous in the social. For the higher esteem needs, for example human needs success, achievement, confidence and freedom.

5. The self-actualization needs, inside human mind they know what they strongly to be or to achieve in life, can change their own attention to self-actualization, but not everyone were able to self-actualization because they needs to honesty, independence, awareness, objectivity, creativity, and originality. If the human achieved to the setting goals, they were set the new goals for challenge themselves.

Customers are rational people. If they have the positive buying experience, they are felt as gain and come back to repurchase again; if they have negative, they are felt as loss and try to avoid returning. Whenever, customers are always expected that based on the past experience. If they have a good experience, they will probably expect the satisfactory as they perceived (Timm, 1998). Customers always compare expectation with their previous experiences. If they falls short of expectations, it means the negative discrepancy. If the customers perceive a good service experience and meets with their expectation, that mean there are no discrepancy. In case of, the customer are perceived service exceed of expectations that mean there are positive discrepancy. Consequently, the discrepancies are cause of satisfaction and dissatisfaction (Oliver, 1981).

Conceptual Framework

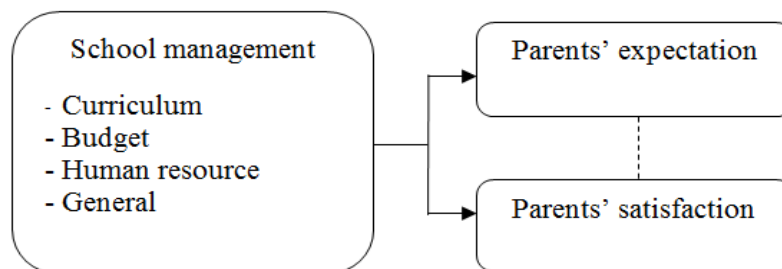


Figure 1: Conceptual Framework of The Study

Method/Procedure

This study intended to find out the relationship between parents' expectation before enroll their child to study in Nopparatpattanasas School and the parents' satisfaction after enroll their child to study in Nopparatpattanasas School towards the school management. The research study was designed by used a quantitative and comparative research. The study tried to compare the difference levels between parents' expectation and satisfaction towards school management in Nopparatpattanasas School. The study was conducted the research of kindergarten and elementary level' parents. Nopparatpattanasas School had kindergarten level total of 203 parents and elementary level of 277 parents. Total of kindergarten and elementary levels were 480 parents.

This research used the following method in collecting data. Questionnaire were used as the main research instrument. The questionnaire was about the parents' expectation and satisfaction of school management, and four dimension questionnaire, it was adopted from Kamnil, A (2007) the studied of the parents' satisfaction of school management of Ban klong sip sarm School, and adapted to use in this study. The questionnaire desired to measure parents' expectation before enroll their child to study in Nopparatpattanasas School and the parents' satisfaction after enroll their child to study in Nopparatpattanasas School towards the school management, and four dimensions (curriculum management, budget management, human resource management in general management). The questionnaire was divided into four main parts as follow:

Part I Demographic

The demographic data were collected in terms of respondents' demographic and some psychographic profiles. This part consisted of nine questions which included; gender, age, education level, estimated household income per month, career type, number of child/children in family, number of child/children is/are studying at Nopparatpattanasas School, institution fee (Per semester) that the parents are willing to pay.

Part II Characteristics of Nopparatpattanasas School

This part consists of two questions, 1) the reasons to choose Nopparatpattanasas School and 2) how the parents know Nopparatpattanasas School.

Part III Parents' expectation and satisfaction towards school management

The parent's rate their levels of expectation before enroll their child to study in Nopparatpattanasas School and the parents' satisfaction after enroll their child to study in Nopparatpattanasas School towards the school management in four dimensions included; curriculum management, budget management, human resource management, and general management. The data for this part collected by using Likert scale instrument in which the researcher could determine the level of parents' expectation and satisfaction. This part consists of forty questions, and groups into four dimensions of school management:

1. Curriculum management consists of ten questions (question 1-10).
2. Budget management consists of ten questions (question 11-20).
3. Human resource management consists of ten questions (question 21-30).

4. General management consists of ten questions (question 31-40).

Part VI Parent's satisfaction, Dissatisfaction, and suggestion

There is only one question and suggestions in this part of questionnaire for parents to express their feelings of the most satisfied and the most dissatisfied about the overall management in Nopparatpattanasas School. The parents can leave the suggestions for improved the quality of school management in the future.

The scaled was used to measure the degree of parents' expectation before enroll their child to study in Nopparatpattanasas School and satisfaction after enroll their child to study in Nopparatpattanasas School towards the school management. There are 5 scales from 1 (Strongly Disagree) to 5 (Strongly Agree). Response choice for this set of questionnaire was weighted as follows:

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Based on the study, average mean on the level of respondents expectation and satisfaction. In order to verify the mean and standard deviation, this study set the scales for calculating and the criteria for interpreting means as follows:

Strongly Disagree	1.00 - 1.50
Disagree	1.51 - 2.50
Neutral	2.51 - 3.50
Agree	3.51 - 4.50
Strongly Agree	4.51 - 5.00

Findings/Results

The demographic of respondents, the majority of respondents were female for 325 respondents. The majority of age was in between of 31-40 years old for 258 respondents. The education level was High School for 199 respondents. The estimated household income per month was between 10,000 - 20,000 THB for 173 respondents. The majority of occupation was employees for 334 respondents. Most of the respondents, have 2 children in the family (191 respondents). There was 1 child in family is studying in Nopparatpattanasas School for 396 respondents. Most of respondents chose the reasonable of institution fee less than 10,000 baht. The majority of parents were from elementary 1 for 88 respondents. Most respondents had a major reason to choose Nopparattanasas School because of the location were 278 respondents and followed by teachers' competence, safety, students achievement, tuition fees, school activities, school facilities and school size respectively. Most of respondents knew Nopparatpattanasas School from the word of mouth (338 respondents), followed by school advertising, online or social network and brochures respectively.

The interpretation data of parents' expectation before enroll their child to study in Nopparatpattanasas School towards the school management in four dimensions in term of curriculum management showed the highest mean score of 4.03, Budget

management with mean score of 3.90, the human resource management with mean score of 4.02, and the last was general management with mean score of 4.15. The research found that the mean level of expectation of all respondents were 4.03 or in "Agree" level. According to the data interpretation of parents' satisfaction after enroll their child to study in Nopparatpattanasas School towards the school management in four dimensions, for the curriculum management showed the highest mean score of 4.10, budget management with means score of 4.01, human resource management with mean score of 4.01 and general management with mean score of 4.15. The research found that the mean level of satisfaction of all respondents of 4.00 were in "Agree" level. Additionally, the most respondents ranked the reason of choosing Nopparatpattanasas School because of the school location for 394 respondents or 82.1 %. The latest reason to choose Nopparatpattanasas School because of the school size, were 86 respondents or 17.9 %. The most of respondents knew Nopparatpattanasas School from the word of mouth, followed by the bill board, social media and the brochure respectively.

The result of comparison between parents' expectations before enroll their child to study at Nopparattanasas School and satisfaction after enroll their child to study at Nopparattanasas School, towards the school management in four dimensions include; curriculum management (0.29), human resource management (0.86), and general management (0.82), there is a significant differences with statistically significance at the 0.05, while the budget management (0.03), found difference with statistical significant at 0.05.

The comparison of level of kindergarten parents' expectations before enroll their child to study at Nopparattanasas School and satisfaction after enroll their child to study at Nopparattanasas School, towards the school management in four dimensions include; curriculum management (0.09), budget management (0.89), human resource management (0.82), and general management (0.29). There is a significant difference between kindergarten parents' expectation and satisfaction towards school management, and four dimensions.

The comparison between elementary parents' expectations before enroll their child to study at Nopparattanasas School and satisfaction after enroll their child to study at Nopparattanasas School, the results showed the school management in four dimensions include; human resource management (0.67), general management (0.41), curriculum management(0.03), budget management (0.01). There is a significant difference between elementary parents' expectation and satisfaction towards school management in four dimensions.

Discussion

In general, this study showed the high level of parents' satisfaction. The analysis of satisfaction from the participants showed that the overall satisfaction of this study were at "Agree" level.

The analysis of parents' expectations before their child had studied at Nopparatpattanasas School in all terms of school management such as curriculum management, budget management, general management were in the agree level of satisfaction. It is consistent with the findings of Ngamditsadeepirom, S (2004) studied of Parents' expectation, perceptions and satisfactions of Top Ten Known

center in Bangkok, Thailand. The researcher found that the highest levels of parents' expectation before enroll to studies at Kumon center was reliability of program, the creditability of the staff or instructors and the providing of the contents according to the programs. Moreover, the researcher, Sripayak and Amath (2008) studied the expectation and satisfaction of service user from English Course Training, of Language Institute, Thammasat University found that the overall expectation to the project was at high level. The participants had high expectation towards trainers followed by the training content, service from staff and physical characteristic, respectively.

The comparison between parent's expectations and satisfaction of Nopparattanasas School towards school management. The finding of this study found that there was a significant difference at the level of 0.05 between parent's expectations and satisfaction in term of curriculum management, human resource management and general management. On the other hand, there was no significant difference at the level of 0.05 between parent's expectations and satisfaction in term of budget management. The result showed that they were consistent with the theory of Oliver (1981) which the researcher found that the parents perceived services above their expectations. It was the positive disconfirmation which means that the parents were satisfied of school management in term of curriculum management, human resource management and general management which met with parents' expectation. For the budget management, parents' satisfaction was lower than their expectation.

For the elementary level parents, the finding of this study showed that there was a significant difference at the level of 0.05 between parent's expectations and satisfaction with the theory of Oliver (1981) which the researcher found that the parents perceived services above their expectations. It was positive disconfirmation which means that parents were satisfied of school management in term of human resource management and general management. On the other hand, the findings of expectations and satisfaction which means parents' satisfaction was lower than their expectation in term of curriculum management and budget management.

Recommendations

The recommendations of this study will be directed to 2 groups as follows:

Recommendations for Nopparattattanasas School

1. Curriculum management, from the research found that overall of parents were satisfied with students' achievement. However it showed the lowest mean among another nine questions related to curriculum management. Thus the school should pay more attention about the students' achievement in term of curriculum management. Moreover, in the elementary level the research found that the parents' expectation were higher than the parents' satisfaction, which means Nopparattattanasas School must improve the curriculum management for elementary level immediately. The researcher also recommended the school to improve the students' achievements in three main components as follow; firstly, the school curriculum, it must up- to-date and useful for the students in the present and

in the near future. Secondly, the teachers in school need to have high competence of their own teaching subject. Teachers should be willing and be able to teach at their full potential. Thirdly, the parents should also pay attention with their child/children when they are at home. The students need cooperate from three components, school management, teacher, and their parents to increase the students' achievement.

2. Budget management, overall parents' satisfaction were in the Agree level but the parents of kindergarten and elementary level students have higher expectation than satisfaction, especially the intuition fee. Nopparatpattanasas School might cut off the unnecessary compensation to reduce the intuition fee.

3. Human resource management, overall parents' satisfaction are in Agree level. However, teachers and educators' salary showed the lowest mean which means the teachers' salary are quite low. Nopparatpattanasas School need to support the teachers' welfare to increase teachers' motivation and secure in their life.

4. General management, the result showed that the bathroom and toilets were clean and suitable for students, however it is the lowest satisfaction in general management dimension. Nopparatpattanasas School should concern about the cleanliness, and increase the number of bathroom and toilets to be suitable for the students.

Recommendations for further research

1. To study other aspect that related with teaching and learning, innovative teaching methods, etc. to develop students' achievements.

2. To conduct the qualitative research to receive more clearly or interviews with focus group in addition to the distribution of questionnaire to get in depth information.

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