MANAGEMENT MODEL FOR THE EXECUTIVE BOARD OF PRIVATE VOCATIONAL SCHOOL IN BANGKOK, THAILAND.

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ABSTRACT

A proposed management model for the executive board of the private vocational schools was developed based on status and factors that affect the management style of the executive board of private vocational schools in Bangkok, Thailand. The process of the study was done by collecting information from the executive boards through interviewing 30 members of school board of five selected private vocational schools. These 30 members of five private vocational schools were selected using the purposive sampling technique. The questionnaires were constructed regarding to the conceptual framework that was relevant to the factors that affect the management of the executive board of the school, derived from the analysis of information resulting from interviewing data. A total of 444 sets of the constructed questionnaires were distributed to the selected sample populations in 74 private vocational schools. The selected sample size was estimated by using the simple random technique. The five factors resulting from an analysis of the returned questionnaires comprised of the budget management or the amount of expenses, the system and style of the management board, the facilities and technology that used by the management board, the experience of the school’s boards, and the revenue or income of school’s boards. A proposed management model was then developed and scrutinized by six specialists. The specialists approved that all of those five major factors affected the management style of the board of the private vocational school. The proposed management model had identified the five factors that had been mentioned before together with Deming Cycle Control model in the management of school executive board. The developed model were efficiently supported the management techniques of private vocational school’s board.

Keywords: Management model, private vocational school’s board.
INTRODUCTION

Education is any act or experience that has a formative effect on the mind, character or physical ability of an individual which equivalent to human development. Education may be considered as the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Thus, education can play an important role to reduce the problems of the country, such as poverty, drug abuse, reduction in unemployment and unskilled labors. In general, the promotion of education in all level can lead to the increasing of the quality of life of people. It can be said that, from the history of human societies, education can respond to the basic demands of human being (Powathong et al., 1997). It has been suggested that there are four major reasons to provide education for people: learning to gain knowledge, practicing to gain more experiences, learning to live with others, and lifelong learning. The process of education in Thailand had been started at home. The formal education had been practiced by the monks at the temples around the country by which it currently modified and organized by the communities (Pitayanond, 1996). It can be seen that in Thai society, education and communities cannot be separated; they both are depended on each other. The National Education Act, Section 44, (issued in 1999) and the Additional Amendment Section 18 (issued in 2002) indicated that the private educational institute is entitled as a juristic person or a legal entity. According to the Acts, the private educational institutes shall establish their own boards comprising administrators of private education institutions; authorized persons; representatives of parents; those of community organizations; those of teachers and alumni; and scholars. Moreover, the Private School Act Section 30 (issued in 2007) states that a formal school shall have an executive board consisting of the licensee, manager, director, representative of students’ guardians, representative of teachers and at least one but not exceed three qualified person(s) as the members. In the case where the licensee is one and the same person as the manager or the director or all three titles are held by one and the same person, one or two qualified member(s), as the case may be, shall be additionally appointed. The qualifications, rules and procedures for the selection of the board chairman, term of office and vacation of office shall be as specified in the school charter. During the initial period of the establishment of a formal school where there are no representatives of students, guardians, the executive board under paragraph one shall consist of the existing members. The Section 31of the Private School Act (2007) states that the executive board of a formal school shall have the powers and several duties, i.e., issuing rules and regulations of the formal school, approving the policy and education development plan of formal school, giving advices on the formal school.
administration and management on the aspects of personnel, work plan, budget, technique, students’ activities, buildings and premises and community relations. The executive board controls the quality assurance system in the formal school, follow up, monitoring and evaluating the director’s performances. The board has to approve one or combined loans exceeding 25 per cent of the existing value of properties of the formal school. In the case where the board disapproves the loan, the board shall propose a practical choice to the formal school, unless the board considers that such loan is not for the purpose of running the business of the formal school. The board has duties to approve the prescription of tuition fees and other fees of the formal schools, approve the annual report, annual financial statement and appointment of an auditor. The board has the responsibility to negotiate the complaints of teachers, guardians and students, and performing any other acts specified by the law as powers and duties of the executive board. The reasons for promulgation of the Private School Act (2007) has been prescribed that the duties of management and administration of education of a private school has to be the same supervision, monitoring, assessment of quality and standards as those of the state educational establishment. The private educational institutes have to be the same teams with their communities and local people. They have to support the demands of their students and national labor market. Regarding the current management of private vocational school, the researcher has found that there are still problems of management since the owner or the relevant persons are still authorized in bargaining or deciding in management with the major votes or with the ownership. The model of total quality management in private schools in Nakhon Sawan province, Thailand has been studied and proposed in 2004 by Praising (Praising, 2004). The development of private vocational school management model governed by a school board has been reported by Prawatrungruang in 2006 (Prawatrungruang, 2006).

It has been observed that the management of private educational institutes during the year 1990 to 2006 cannot be pursued as stated in the National educational acts. Roncharoen reported several problems in various aspects concerning budgeting of the executive board of the school (Roncharoen, 2004). Many members of the executive board still believe that the Ministry of Education has not fully supported their schools, and most of the executive board members have not had enough knowledge and experience to participate in decision making. The office of the Primary School Office (1998) has mentioned that the quality of individual schools varies in the higher direction, which is in accordant with the Deming Cycle concept (Deming Cycle: PDCA), which is the cycle of quality management in four steps. Therefore, the researcher brought up the principle of management of Deming, which consists of four
steps. They are Plan (P), Do (D), Check (C), and Act (A). Each step is related to each other as Rodprasert (2000) mentioned that Deming Cycle continues to be an important factor of the organization development. The management problems of the executive board of private vocational schools that had been aforementioned can be solved with the concept of Deming Cycle Model, which are comprised of four factors, i.e., Plan, Do, Check, and Act. The researcher has introduced Deming Cycle Model as the main model to understand and develop the new model with the data from this study as a guideline for the executive board of private school management.

The objective of this study, “the development of management model of private vocational executive board in Bangkok” was aimed to develop a management model for the executive board using data obtained from the private vocational school in Bangkok, Thailand. The data those dealing with all factors that affect management of private vocational schools were more concerned.

RESEARCH FRAMEWORK.

The research framework was drawn up using factors that affect the management of executive board under the Private School Act (2007), and the principle of management using Deming Cycle. The proposed framework was summarized in Figure 1, which shows the overall idea of management model of private vocational executive board.
RESEARCH METHODOLOGY

The interviewees that participated in interviewing process concerning the administration of the executive board of the private vocational schools were selected from five private vocational schools in Bangkok, Thailand. Six members were selected by purposive sampling from each of executive boards of five private vocational schools to make a total of 30.

All information derived from the interviewing was put together with documented materials to construct the questionnaires that covered the whole concepts shown in Figure 1. The constructed questionnaires were passed through the advisory committee to examine and define the important role of those theories described in the questionnaires. The constructed questionnaires were subsequently submitted to six experts after modification to examine the content validity. Finally, the questionnaires were modified according to the suggestions of the experts. The constructed questionnaires were tried out with 30 non-target samples to determine the reliability by using Cronbach’s Alpha Coefficient resulting in the reliability value at 0.96. The schools where non-target samples were recruited.

The process of data collection was carried out by sending out 444 questionnaires to all selected participants. The participants were selected by simple random sampling approach using the table of Krejcie and Morgan (1990) from 74 private vocational schools in Bangkok, Thailand. All returned questionnaires were checked for the completeness, and subsequently used in data analysis. The stepwise Multiple Regression Analysis was carried out to determine factors that affect the management of the executive board of the school resulting in five factors, i.e., the budget management or the amount of expenses, the system and style of the management board, the facilities and technology that used by the management board, the experience of the school’s boards, and the revenue or income of school’s boards.

All information derived from the interviewing, data from the analysis of the questionnaires, and the experiences in utilization of Deming Cycle were used to develop a proposed management model for the executive boards of the private vocational schools. This development process was done according to the Private School Act (2007) of the Ministry of Education. The constructed management model was submitted to a panel of six specialists that recruited by purposive sampling. The constructed model was scrutinized through the focus group discussion process using Multi-Attribute Consensus Reaching (MACR) approach. The constructed management model was subsequently modified according to
suggestions and recommendations derived from the focus group discussion and reassigned as a proposed management model for the executive boards of private vocational schools in Bangkok, Thailand.

RESULTS AND DISCUSSION

The factors that affect the management of the executive boards in private vocational schools in Bangkok were analyzed from those returned data and are summarized in Table 1.

Table 1 Coefficient between the factors affecting the management of the executive boards of private vocational schools in Bangkok.

<table>
<thead>
<tr>
<th>Variation</th>
<th>Training (X3)</th>
<th>Income (X7)</th>
<th>Facility in management (X8)</th>
<th>Management of budget (X9)</th>
<th>School system management (X10)</th>
<th>Executive board management (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training (X3)</td>
<td>1.00</td>
<td>-0.169**</td>
<td>-0.338*</td>
<td>-0.280**</td>
<td>-0.316**</td>
<td>-0.288**</td>
</tr>
<tr>
<td>Income (X7)</td>
<td></td>
<td>1.00</td>
<td>0.486**</td>
<td>0.347**</td>
<td>0.419**</td>
<td>0.345**</td>
</tr>
<tr>
<td>Facility in management (X8)</td>
<td>1.00</td>
<td></td>
<td>0.724**</td>
<td>0.705**</td>
<td>0.628**</td>
<td></td>
</tr>
<tr>
<td>Management of budget (X9)</td>
<td></td>
<td>1.00</td>
<td>0.803**</td>
<td></td>
<td>0.735**</td>
<td></td>
</tr>
<tr>
<td>School system management (X10)</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>0.701**</td>
<td></td>
</tr>
<tr>
<td>Executive board management (Y)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

** Significant level at 0.01

It was found that there were five factors, which the analysis of the coefficient demonstrated statistical significant level at .01. Those four factors that affected the management of executive board of private vocational school in Bangkok were income, the facility in management, budget, and school system management. The coefficient values of the four factors varied according to individual factors, i.e., \( r = 0.345 \) for Income, \( r = 0.628 \) for the facility in management, \( r = 0.735 \) for the management of budget, and \( r = -0.701 \) for school system management. However, the factor of the training, where \( r = -0.288 \), did not affect the management of executive board of the private vocational schools in Bangkok.

Table 2 The statistical variation estimated for the management of executive board of private vocational schools in Bangkok.

<table>
<thead>
<tr>
<th>Forecasting factors</th>
<th>Statistical variation values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient</td>
<td>b (Raw score) Standard error of b Beta standard score t score Significant level</td>
</tr>
<tr>
<td></td>
<td>1.702 0.111 - 15.380 0.000</td>
</tr>
</tbody>
</table>
According to Table 2 there were only 4 out of 10 factors demonstrated the statistical significant level at 0.01 that could be used to forecast the management of private vocational school board in Bangkok. Those four factors were the executive board budget management (X9), the school system management (X10), the school board facility management (X8), and income (X7). The adjusted $R^2$ value was 0.586, which meant that the five factors could be used to predict the management of private vocational executive board in Bangkok with the creditability value was 58.60 per cent. The best factor that could be used to predict the management with the creditability value at 0.421 or 42.10 per cent was the executive board budget management (X9). The other factors which could be used to predict the management of the executive board were as follows: the school system management (X10) with the credibility value at 0.263 or 26.30 per cent, the executive board facility management (X8) with the credibility value at 0.136 or 13.60 per cent. The multi-accumulated coefficient between the four factors and the management of the executive board was 0.766, and the factor of forecasting was 0.1952, which could be written as follows: $Y = 1.702 + 0.423(X_9) + 0.263(X_{10}) + 0.136(X_8) + (40.09(X_7))$

Therefore, the analysis of results suggested that the factor dealing with budget of school was the first priority factor, which could be used to predict the management of the executive board of private vocational school in Bangkok. The second priority factors were those factors that dealing with school system management, management experience, and income, respectively.

Table 5. Results of the analysis of variation among the factors that could be used to predict the management of executive board of the private vocational schools in Bangkok.

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of square</th>
<th>Degree of freedom (df)</th>
<th>Mean of square (MS)</th>
<th>F</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declination</td>
<td>23.702</td>
<td>5</td>
<td>5.925</td>
<td>155.434</td>
<td>.000</td>
</tr>
<tr>
<td>Variation</td>
<td>16.735</td>
<td>438</td>
<td>.038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40.437</td>
<td>444</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Table 5, it was found that all four factors affected the management of executive board of private vocational school in Bangkok where the analyses of variation values were statistically significant at level 0.01.

Regarding the two group discussions using Multi Attribute Consensus Reaching or MACR approach, it appeared that in the first group discussion the specialists mutually agreed for the inspection list of the board of private vocational school in Bangkok. The average value was 86.3 and the average range was 34. Concerning the estimation, the specialists mutually agreed for the estimation lists No.1, 2, 3, and 4 where the average values were 84.3, 84.5, 88.5, and 88.3, respectively. The ranges were 20, 30, 34, and 30, respectively. Results of the second group discussion, the specialists were also mutually agreed for the inspection list of private vocational school board in Bangkok. The average value was 90.3, and the average range was 35. The total weight of estimation was 1.00, and there was no over value. It appeared that the gap between the point levels with the maximum at 15, which was not exceeding 20.

In consideration of the estimation, the specialists were mutually agreed with the average lists No. 1 to 4. The average values were ranging from 88.3 to 93.3, and the weight calculated on each side with the similar values between 0.98 and 1.03.

Therefore, it could be concluded that the specialists were mutually agreed for the inspection lists of the boards of private vocational schools that located in Bangkok, Thailand.

The first round survey, where total mean scores were 86.3, and the range was 34. When each item was considered, it was found that the specialists had the same opinion in questionnaires items No. 1, 2, 3, and 4, where mean scores were 84.3, 84.2, 88.5, and 88.3, respectively, and the range values were 20, 30, 34, and 30, respectively. It was found that the specialists had the same opinion towards the management pattern of administrative committee of private vocational schools in Bangkok in the second round group discussion, where the total mean scores were 90.3, the range was 35, and the total weight value was 1.00. There was no extreme value because the maximum value of the range was 15, which were not more than 20. When each item was considered, it was found that the specialists had the same opinion in every item, where the mean scores of items No. 1 to 4 were between 88.3 and 93.3. Each item had similar weight value, between 0.98 and 1.03.

From the overall analysis, it could be concluded that the specialists had the same opinion towards the draft of management pattern of administrative committee of private vocational schools in Bangkok, both in general and specific considerations. Thus, the
The proposed model of the management of private vocational school board in Bangkok had been drawn up, as shown in Figure 2.

Figure 2. The schematic diagram of the proposed model of the management of executive board of private vocational school in Bangkok.

The main purpose in construction of the model was to demonstrate the pattern of the management of the executive boards to support the management of the private vocational school board in Bangkok that complies with the Act of Private School (B.E. 2007), such as issuing various rules and regulations, approval of the management, follow up, checking, evaluating, consideration of the claiming, and performing any others activities specified by the law.

From Figure 2, there were three important components of this model, which explained that those factors related to the management of private vocational executive board consisting of executive board budget management, school system management, executive board facility management, management experience, and income. Duties of executive board according to the Private School Act (B.E. 2007) consisted of issuing rules and regulations, considering the management, follow up, inspect and evaluate, consider the claim, and other operation according to the law using Deming Cycle consisting of Plan, Do, Check, and Act. According to Deming Cycle, the executive board of private vocational school had to proceed as follows: planning for the issue which included issuing rules and regulations (P), presenting executive board various plans for school to do according to the policy and plan of educational provision and school pride the information for doing as planned. There were instrument and regulations for checking school procedure, evaluating various projects of school (D). The executive
board checks all activities according to the rules and regulations that will affect the procedure of school in various aspects, and comply with the law. If the management and/or the procedure of school do not comply with the plan, the executive board should suggest and make sure that they have been done as specified in the School Charter (C). The executive board estimates the school operation according to the specified policy and plan by estimating all activities and every plan that the school proceed, check various problems as claims, estimate how school presents information about the checking of committee to utilize in school development (A). The proposed operation of PDCA was drawn up, as shown in Figure 3.

Figure 3. The schematic diagram of the operation plan of Deming Cycle (PDCA).

It appears that school management system is considered to be the most important factor. It was suggested that if the management was practical, it would affect all level. Therefore, if the executive board system was in good management, it would also affect the executive board in all level. The more experience the executive board has, the better quality of teaching and learning process would occur in the school.

It would be better to make a recommendation for the utilization of results of analysis. It should bear in mind that school management system is the most important factor. All experts suggested during the focus group discussion that if the management is practical, it will affect all level. Therefore, if the school board or the executive execute the system in good school management, it will also affect the executive in all level. The more experience
the school board has, the better quality of teaching and learning process would occur in the school.

There is a need to study further in order to see whether the people of the whole country agree with the analysis made in this study, because this study was done with a limited number of the population, which was resided only in Bangkok. Therefore, the analysis cannot be referred to the whole country. There should be an analysis about this by comparing the management of government and private sectors at vocational level. The result of the study will lead to the executive development for both government and private sectors. According to the budget which had been providing to the schools, the suitable amount of money will be used as the guideline for other private vocational school management. The management system of schools should be carried out both in government and private sectors in order to obtain information that will be used to develop the school management system at all level. In addition, the facility of school management which is the important factor affecting the management facilities in schools should be explored. The experience of school board management of both the government and private sectors should bring into consideration and use as the background information of developing the management model.

REFERENCES


