

TOWARDS A SCHOOL-BASED MANAGEMENT FRAMEWORK OF A PRIMARY SCHOOL IN PHITSANULOK AREA 1

Usanee Seeluang-on
Philippine Christian University

ABSTRACT

This quantitative research study investigated the extent of School-Based Management (SBM) implementation and the impact of the performance of an Incorporated Management Committee (IMC) on a primary school under the supervision of Phitsanulok Area 1. The study specifically focused on the duties and responsibilities of an IMC, whether government-supported IMCs, and whether IMCs encourage participatory decision-making. A descriptive-correlational research design was used to collect data from 37 respondents, and descriptive statistics, one-sample t-tests, ANOVAs, and multiple regression analysis were conducted to analyze the data. Findings showed that IMC duties and responsibilities, government support, and participatory decision-making are implemented to a high degree in this example, as affirmed by mean scores exceeding the criterion value of 3.50 and by all respondents having homogeneous responses (standard deviations < 1.00). For example, as far as IMC duties and responsibilities were concerned, the most significant areas of demonstrated implementation were goals and targets, resource policies, and self-evaluation, while the most significant areas of demonstrated implementation of participatory decision-making were external assessment, student learning outcomes, flexibility, autonomy, accountability, and decision-making. Additionally, results from the ANOVA analysis indicated that government support was not a statistically significant predictor of IMC duties and responsibilities, but it did have a statistically significant moderating effect on participatory decision-making. The regression analysis also demonstrated that IMC-related variables accounted for 65.1% of the variance in participatory decision-making and 79.3% of the variance in IMC decision-making, confirming that the proposed models have strong predictive capabilities. Among the variables included in the models, resource policies were the most significant predictor of participatory decision-making, while curriculum policies, student learning outcomes, and accountability were each significant predictors of decision-making when evaluated separately. Taken together, the findings provide clear evidence of the importance of IMCs in improving participatory governance and informed decision-making within the SBM context. Therefore, the results yielded recommendations for a school-based management framework, grounded in the principles of autonomy, accountability, stakeholder participation, and ongoing government support, to enhance effectiveness and continue to improve primary education in Phitsanulok Province.

Keywords: *School-based management, primary school, decision-making, autonomy, accountability*

INTRODUCTION

School-based administration will be a strategy for school administration and education that is consistent with changes in the development of people in the school and those involved. The Ministry of Education recognizes the importance of creating knowledge on educational reform,

decentralization that involves the community in school administration, and emphasizing School-based management (SBM).

Education is a human process in society that helps people live in order and develop a higher quality of life consistent with the situation and era, while also transmitting those things to future generations. Education is a basic tool for human development, that supports social development.

Educational management in Thailand has evolved over many generations, with changes and developments in philosophy, beliefs, attitudes, administrative systems, and educational aims. Educational management in the past was a system of centralization of power with relatively little participation. Addressing the needs and changes in society, development in the education system must be effective; education must be organized at both the macro and micro levels.

The Constitution of the Kingdom of Thailand, B.E. 2017, which was enacted into force on April 6, 2017. The essence of the law is stated in Section 43, first paragraph, that a person has the right to equality in receiving basic education of not less than 12 years, which the state must provide comprehensive, high-quality education without charging fees.

The importance of this section of the Constitution. It has been said that quality means educational quality. In accordance with the provisions of the Constitution, the first major law on education in Thailand was enacted, in which the people participated and provided information to determine various aspects of the country's educational management. Section 6 emphasizes the development of Thai people as human beings complete in body, mind, consciousness, knowledge, morality, ethics, and culture in living, being able to live happily with others. Section 8, which is based on the principle of lifelong education for citizens, allows society to participate in education (Ministry of Education, Department of General Education 2019: 8).

For national education to proceed in accordance with the spirit of the National Education Act 2019, it is necessary to make a major change to educational management by adjusting the educational system. Everyone, every department, every organization must think together, act, and help make decisions for cultural change in terms of thoughts, beliefs, and practice, which requires participation and leadership (Ministry of Education, 2019). Schools serve as a base to improve educational management by shifting decision-making authority from the central government to each school. The School Council consists of representatives: parents, teacher representatives, community organization representatives, local government organization representatives, alumni representatives, and representatives of qualified persons with authority to manage education in the school. The duties and responsibilities for decision-making relate to academic work, budget work, personnel work, and general administration. Management using schools as a base must adhere to Thai education in accordance with the needs of schools and communities [1].

School-based administration is a form of decentralization of education and a reduction in central control over schools, with an emphasis on committees. The school, therefore, has appointed a school committee to have authority and responsibility to make decisions on various school matters.

Decision-making authority at the school level is not only for executives but also for representatives of teachers and parents [2]. School-based administration is a strategy for school administration that is consistent with changes in the development of people in the school and those involved, making the school and community a learning society [3]. The Ministry of Education recognizes the importance of developing knowledge on educational reform and decentralization.

The present world is a world of globalization with advancements in information technology with rapid changes. Each country must learn to adapt and keep up with the changes. Changes

are occurring all the time. Important factors that can make the country ready to face change is possible in developing the quality of people. Providing quality education to develop people is extremely important.

Efforts have been made to improve the quality of Thai children. However, the results of the quality assessment were still inferior to those of many other countries. There are many problems in registering education in Thailand.

The centralization of power led to problems in both academic and non-academic matters: budget, personnel management, and general administration at the school level, causing delays in management, a lack of participation in the administration and recording of studies of teachers, parents, communities, and local administrative organizations, and causing administrative efficiency to decline. Students' academic achievement across subjects is low, the curriculum still cannot meet the needs of diverse students, and the evaluation results are not very satisfactory. It measures knowledge and memory rather than measuring knowledge and abilities for actual practice. Some teachers and educational personnel still lack knowledge, abilities, and skills in teaching and learning, as well as a conscience and a spirit of being a teacher. These are exacerbated by the lack of budget and educational resources. an economic problem that the country is currently facing.

Regarding the aforementioned problem situations, reforming the educational administration system to improve the quality of education by decentralizing authority to educational institutions is an important matter. The provisions of the National Education Act B.E. 2019 in Section 39 are as follows:

The Ministry is to decentralize the administration and management of education in the areas of administration, academics, Management, budget, personnel management and general administration To the Committee and Office of Education, Religion and Culture Educational areas and educational institutions directly in the educational areas The principles and methods of decentralizing such authority shall be in accordance with the law as specified in the Ministerial Regulations. (Department of General Education 2019:20)

Decentralization of administrative power. The National Education Act 2019 aims to decentralize decision-making power to those close to children, including school administrators, teachers, parents, and communities. This is the management concept that uses the school as the base (School-Based Management, or SBM). It is in school management that the school can directly determine management guidelines according to the framework of laws and regulations laid out, making the school more flexible. It aims to provide educational institutions with freedom and flexibility in managing academics, finances, personnel management, and general administration, and to offer opportunities for the community to participate in decision-making and to form a school committee.

The educational reform guidelines of the Ministry of Education, determined the implementation of educational reform as targeted since the year 2020, stipulate reform in 4 areas: educational institution reform, teacher reform, teaching curriculum reform, and reform in the educational administration system to adhere to the educational reform ideas of the Ministry of Education as follows (Ministry of Education 2020) :

- 1 Taking the school as the center for decision-making that aims to give schools the freedom to make decisions on their own based on benefits.
- 2 Participation and joint thinking. Education is a public matter, no longer the responsibility of only one side.
- 3 Decentralization is the return of the power to control education to those close to children, including schools , school administrators, teachers, and communities. It is believed

that those who have a vested interest in education or who are close to children are able to provide the best education, meet the needs of students, and the community. Decision-making authority should be at the practical level.

4 Missions that can be audited must clearly define the duties, responsibilities, and missions of administrators, teachers, educational personnel, and communities.

Educational Development Plan No. 6 (2016-2020) Strategy 7 : Decentralization to the school level. Let be the base for administration and education with the following goals :

- 1 Every school has its own school-based management system.
- 2 Every school can manage the work of the school committee efficiently.
- 3 The school has created a participatory school curriculum (Bangkok Office of Educators 2020 : 30)

The goal is to carry out the essential matters set out in the National Education Act 2019, section 39, which provides for the decentralization of administrative and educational management in terms of academics, work, and budget. Personnel management and general administration are handled directly by educational institutions. School-based management policy is a new concept that is causing schools to change their culture.

Ethics in the school's work, by waiting for orders from higher-level agencies, has become self-initiated administration by teachers. School educational personnel, parents, and the community will play a role and be more involved in decision-making regarding school management. The school's working atmosphere will also improve. Changes in the roles of teachers and administrators, therefore, require schools to be prepared to accommodate them.

Statement of the Problem

This study is designed to develop a framework for a school-based management of a primary school in Phitsanulok Area 1.

Specifically, the study will address the following areas of concern:

1. To what extent has the Incorporated Management Committee performed in terms of:
 - a. IMC's duties and responsibilities;
 - b. Government support; and
 - c. Participatory decision-making?
2. To what extent did government support affect:
 - a. IMC's duties and responsibilities; and
 - b. Participatory decision-making?
3. To what extent are the effects of IMC on participatory decision-making?
 - a. Based on the findings, what school-based management framework of a primary school in Phitsanulok Area 1 can be proposed?

Scope and Delimitations

It is a study of a school-based management for primary schools in Phitsanulok Primary Educational Service Area Office 1 in line with the educational quality of the Office of the National Education Commission (Thai Education Reform Report , 25 63).

Review of Related Literature

Uthai Boonprasert studied the administrative and educational guidelines of educational institutions in a Management format using schools as the base. An important problem in the overall educational administration of the Ministry of Education is the concentration of power at the central level, which leads to a lack of unity and efficiency. Within the administration,

there is a lack of public participation, a lack of systematic and continuous policy development, and no connection with local government organizations, other departments, and agencies, which causes inefficiency in the quality assurance system and educational standards. Participation in organizing education, in the form of more committees and the decentralization of power from the central government to educational areas and institutions, is needed. This aims to decentralize authority, academic administration, budget, personnel, and general administration [4].

Suchat Sombat [5] conducted research on the causal relationships among components of the school reform process model using school-based administration. The research results are summarized as follows:

- 1 Average operating results of the school reform process using school-based management in school groups show some significant differences in the quality of the schools;
- 2 The school context using school-based management among learning reform schools is different. Important factors include the school's affiliation, location, number of students, teacher-student ratio, and the presence of model teachers/national teachers.
- 3 The school reform process model using school-based administration is consistent with empirical data on teachers' behavioral components in schools. It has a direct and significant influence on the quality of the school and process components. Decisions and strategies for implementing change have an indirect and significant influence on the quality of the school [6].

Prasit Khiaosri [7] conducted research on presenting a leadership development model for school administrators. The results identified the following characteristics: knowledge, skills, attitudes, morality, and ethics. On personality, a simulation model consisted of: principles, objectives, methods for developing leadership characteristics, implementation and development, post-development evaluation, actual work performance, practical research, presentation of research results and follow-up, and evaluation.

Suthep Bunprachao [8] conducted a qualitative study on school-based management. The school management model used for administration is a community-based, participatory model. Management is structured as a committee. Guidelines for school administration include creating a school concept framework to build faith and awareness.

Work as a team. Arrange personnel according to their aptitude and willingness. Develop personnel to be professional teachers. There is follow-up supervision. Evaluate results according to actual conditions and report results to the agency and the public to know the results of work [9].

Direk Wannasian [10] research results of the proposed model as a complete model (Comprehensive Model). In the administration, using schools as the base for basic education institutions is suitable for the current context of Thailand. It is a model that covers all aspects of the school's mission and is in line with the content specified in the National Education Act B.E. 2019 to include leading, planning, organizing, leading, controlling, and information for management, covering missions in 4 areas: academic administration, budget management, personnel management and general administration.

Leading includes the objective of requesting a model of school characteristics for administration using schools as the base for educational institutions.

Planning consists of strategic planning, budget planning, production cost calculations, development plan preparation, and annual action plan preparation.

Organizational management includes administrative structure, setting school goals, and the school administration mechanism. School administration missions are: academics, budget, personnel, general administration, and leadership.

Control consists of an evaluation system, an internal quality assurance system, an internal quality control system formation, and a system for school administration [11].

Sutthiphong Juruthiep conducted research on administration using schools as the base model. Teachers and the community play a major role. Phitsanulok Province found that the Basic Education Commission has opinions on the possibility of adopting a management model in which schools serve as the base model, with teachers and the community playing the main role in management ([12]).

Ananta Pirapanich [13] also studied administrative research using schools as the model base for teachers and communities that play a key role. According to the opinions of teachers and community leaders at Wat Pho Ngam School, Phan Sao Subdistrict, Bang Rakam District, Phitsanulok Province, teachers and community leaders agree to adopt a school-based management model. Teachers and communities play the main role in managing all 4 areas: academics, teachers, and community. Leaders agreed that local personnel are not prepared, especially in terms of knowledge, and that there are differences in the education of teachers and community leaders. In terms of budget, teachers and community leaders face challenges in procuring funds to support schools and in ensuring transparency in budget management [14]. Maria [15] on the decentralization of the education system in matters of personnel, budget, and curriculum by asking central education administrators. The research results are summarized:

- 1 No elements appear at the level of decentralization in terms of personnel, budget, and curriculum.
- 2 Decentralization of power, including personnel, budget, and curriculum, has been recommended.
- 3 Budget and policy should not be decentralized.
- 4 Personnel development is promoted to decentralize power.
- 5 Regional educational directors should perform their duties as educational leaders in order to promote decentralization.

Maria, Marren, and Levacic [16] conducted a study on the opinions of administrators, committees, and teachers regarding local educational administration in terms of benefits received from decentralization to local areas:

- 1 Academic independence has increased greater autonomy.
- 2 Flexibility has increased/
- 3 Planning has been improved.
- 4 More aware of budget use.
- 5 More efficient use of resources.
- 6 Be fair (Fairness)

Carlson [17] conducted research on the decision-making process under school-based management, comparing the administrator-controlled model and the school-based model controlled by teachers (The Process of Decision-making Under School-based Management: A Comparison of The Administrative Control and Professional Control Models). The results showed that decisions at both the central office and the educational institutions level differ between the two formats. In schools, testing the appropriateness and feasibility of the formats found differences in the use of power, responsibilities, and the importance given to the decision-making process. In addition, the research results found that:

- 1 The management style of SBM will affect decision-making.
- 2 The success of SBM management depends on the relationship between management style, leadership style of administrators, and school culture;
- 3 Management that aims to distribute decision-making to administrators. The school will not adhere to the principles of school-based administration, student achievement, and the participation of those involved will affect the success of the school administration [18].

Johnnine Anthony Brown ([20] conducted research on the evaluation of school-based management and its effectiveness in secondary schools and student learning. The results showed a statistical correlation between management administrators and the effectiveness of school administration, allowing school administrators to gain knowledge and become more effective.

McCollor (2023, p. 76) conducted research on the case of using a school as the base for a primary school. The results found that the committee acts as an advisory body rather than an authority. The decision-making authority needs to train or develop the school committee to be aware of its roles and responsibilities. The school committee does not exercise administrative power as a theoretical model without participation in operational decisions, planning operations, and controlling the budget.

Phillips (2022: 27) conducted a study comparing administrative expectations and results across 15 years in temple schools in Pho Ngam, Phan Sao Subdistrict, Bang Rakam District, Phitsanulok Province, and Edmonton. The results showed that the school is operating according to the expected goals. Schools adapt to their own contexts and are most successful with their curricula.

Adler (1999:37) examined teachers' perceptions of school-based administration and its effects on teacher empowerment. The results were:

- 1 Giving authority in schools to teachers ' participation in management, Support, and working as a team.
- 2 Currently, teachers are encouraged to participate in management by using the school as the base, which involves collaboration.
- 3 Teamwork, teachers ' professional adhesion, school development, and school communication.
- 4 School-level decision-making has 5 aspects: planning, operations, teacher development, administration, personnel, and budget management.
- 5 What influences the work of the school-based management team is communication, support, and facilitation by school administrators.
- 6 An important factor for decision-making in schools is the participation of personnel.
- 7 Teachers feel that they are empowered because they were involved in decision-making and received support from the school committee.

Pil (Pil 2022: 69) conducted secondary research on creating an Autonomous School Community: School-Based Management in Korea. Results showed that the school committee does not have the expected role in decision-making regarding curriculum, budget, and personnel, which remains at the center of the government and school districts. The school has adequately decentralized authority. The results of the study also indicate that the success of school-based administration will occur only when teachers and parents play a role and participate in decision-making as much as possible. These roles and responsibilities must be defined in policies at all levels.

Wilson (2002: 93) found that the success of school-based administration is due to school leaders playing a role in participating in community participation and communication development. Leaders use supportive or facilitative leadership. Those involved in school administration are satisfied with the management.

Iverson's (2002: 75) research found that school-based administration does not occur within the school but is ordered by the state. In essence, the school only recognizes that it allows the school to make informed decisions. The school's head teacher understands that administrators and school committees have greater legal authority. For the school to be successful, it must change the culture in schools, enact laws that create genuine decentralization of power, and have a constitution or master plan. At the school level, it is not clear.

Theoretical Framework

Yin Cheong Cheng (2022) provides a new comprehensive framework that integrates the latest perspectives and findings, fills gaps in ongoing research, policy, and practice, and re-engineers a school-based mechanism for understanding and managing school-based development initiatives. The research addresses pressing issues regarding how school-based management (SBM) and school effectiveness should relate to the new paradigm in education and the third wave of education reforms worldwide.

The research includes four parts: School Effectiveness (i.e., multiple school functions, models of effectiveness and pursuit of dynamic effectiveness); SBM (i.e., theories of SBM, multi-level self-management (SM), and its implementation); Leadership for Change (i.e., leadership for SBM, staff development, school-based change, and curriculum change); and (4) Future Developments (i.e., an SBM mechanism for effectiveness and paradigm shift towards the third wave).

The framework and related analysis will benefit the understanding, policy formulation, school practice, and research of the key stakeholders, including policy makers, educators, change agents, researchers, and those concerned in facing the challenges from the ongoing education reforms in different parts of the world. The governments of many countries around the world are initiated and implemented some strategies of school governance. Corneille Luboya Tshiunza's (2016) framework aimed to improve educational services and their quality. These strategies aim to decentralize decision-making power by increasing school performance and parental and community involvement in schools. Most of these strategies of school governance are implemented through school-based management reforms (SBM). The literature on school-based management focuses on the problems experienced by school districts and schools during SBM initiatives, implementations, and evaluations. Many empirical and theoretical studies emphasize the challenges of implementing SBM. Some of them point out the lack of a theoretical framework suitable for empirical studies on the SBM structures, their operations, and evaluations. Others still have to deal with the failure of many SBM operations and their inefficiency to bring the results desired by schools, school actors, and stakeholders. These SBM reform issues should be viewed in the context of each country's, province's, association's, regional organization's, and continent's educational policy, as well as the worldview. This study reviews existing theoretical frameworks and highlights practical challenges in implementing SBM reforms. It uses evidence from case studies to evaluate studies and show the effect of SBM reforms, emphasizing the necessity of contextualizing SBM studies and their results. The study proposes the theoretical contributions based on the geographical approach of analysis of the SBM reforms, its initiation, implementation, evaluations, and its challenges from the perspective of SBM reforms.

School-based Student-centered Quality-focused over the past decades, education systems all over the world have been evolving from largely centralized structures to more decentralized ones. This has become the general trend in school management.

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School-based Management (SBM) is a management framework which is school based, student-centered and quality-focused. Its purpose is to devolve the decisions on student learning and resource deployment to the school to enable it to make school-based policies which better meet the needs of students and enhance their learning outcomes.

However, a self-managing school is not independent; It operates within a centrally determined framework Of authorities and responsibilities. For example, its accounts are audited by a certified public accountant (practicing), and it is publicly accountable for its performance.

Basic Principles of SBM

- Flexibility.
- Autonomy.
- Transparency.
- Accountability.
- Participatory.
- Decision-making.
- To provide schools with enhanced flexibility and autonomy in managing their own operation and resources according to the needs of their students.
- To enhance the transparency and accountability in the use of public funds, school operation and performance by providing a participatory decision-making mechanism where all key stakeholders are involved.

We believe that individual schools are in the best position to set their students. The theoretical framework of SBM illustrates how its various components would interplay to help achieve the end vision of SBM: enhancement of students' learning outcomes.

Elements of SBM

Defining responsibilities. Preparation of a constitution for the school management committee, setting out the composition of the school management committee, the term of office of the managers, their responsibilities, nomination and election, the selection of the Supervisor and office bearers, as well as the development of standing Orders and procedures for participation of stakeholders in school decision-making.

Widening participation. Giving stakeholders the chance to participate in major decision-making, school planning and development, and in the evaluation of school effectiveness.

Developing professionalism. Development of formal procedures for staff appraisal and provision of necessary resources for staff development in accordance with teachers' needs.

Setting goals. Setting school goals, preparing a school budget, a school development plan, a school report and financial reports.

Evaluating effectiveness. Evaluation of the progress of school programs and preparation of evaluation reports at the end of the school year for follow-up actions.

Developing characteristics. Displaying the spirit of SBM fully by adopting a school-deployment and the design and delivery of curriculum flexibly. All these measures are to create more models tailored to the school's actual circumstances and to develop a culture and characteristics unique to the school to support quality education.

Implementation of SBM

Measures to facilitate schools' implementation oi SBM include the streamlining of administrative procedures and the devolution Of more responsibilities to schools in personnel management, resource deployment and the design and delivery of curriculum. All these measures are to create more room for schools to develop quality education with their own characteristic.

Personnel Policies

Schools are given the authority to approve appointments, acting appointments, regrading and promotion of teachers, employ substitute teachers, and approve leave applications, etc. The

principal is the leader of a school. To enhance the professionalism and competence of school principals, the Government has developed a principals' continuous professional development framework to ensure the ever-improving capacity of aspiring, newly appointed and serving principals as professionals and competent leaders of schools in facing the challenges of a knowledge-based society.

The performance of teachers and principals is a critical factor in the quality of school education. The Government requires all public sector schools to implement a fair and open appraisal system. The staff appraisal system can serve both the purposes of professional development and accountability as it can provide information on the quality of staff performance and their training needs.

Resource Policies

The Government has introduced a block-grant funding arrangement for schools to facilitate their implementation of SBM and the formulation of long-term development plans. By consolidating various non-salary recurrent grants, the grant enables schools to deploy their resources more flexibly to implement long-term strategic planning.

The Government has provided schools with the Capacity Enhancement Grant to contract out services or employ additional staff. The purpose is to reduce teachers' non-teaching workload and enhance their capacity to focus on learning and teaching activities.

Other arrangements introduced include revising the tendering and purchasing procedures, devolving to schools the autonomy in the use of non-government funds for educational purposes, as well as for staff professional development.

Curriculum Policies

Schools should, having regard to their own circumstances, devise a broad, balanced, flexible and coherent school-based curriculum in line with the objectives of education in Hong Kong. The curriculum should provide students with essential learning experiences, a happy and open learning environment, proper support measures, and diversified learning activities to ensure all-around and healthy development of students.

Teaching should be student-centered, with clear Objectives to help students construct knowledge, stimulate thinking, learn how to learn and develop positive attitudes and values.

To facilitate progress in learning, schools should design a clear assessment policy whereby effective methodologies are used to gauge and reflect the overall performance of a student. Schools should also make good use of assessment results to provide students with differentiated feedback, aiming to enhance the effectiveness of learning and teaching.

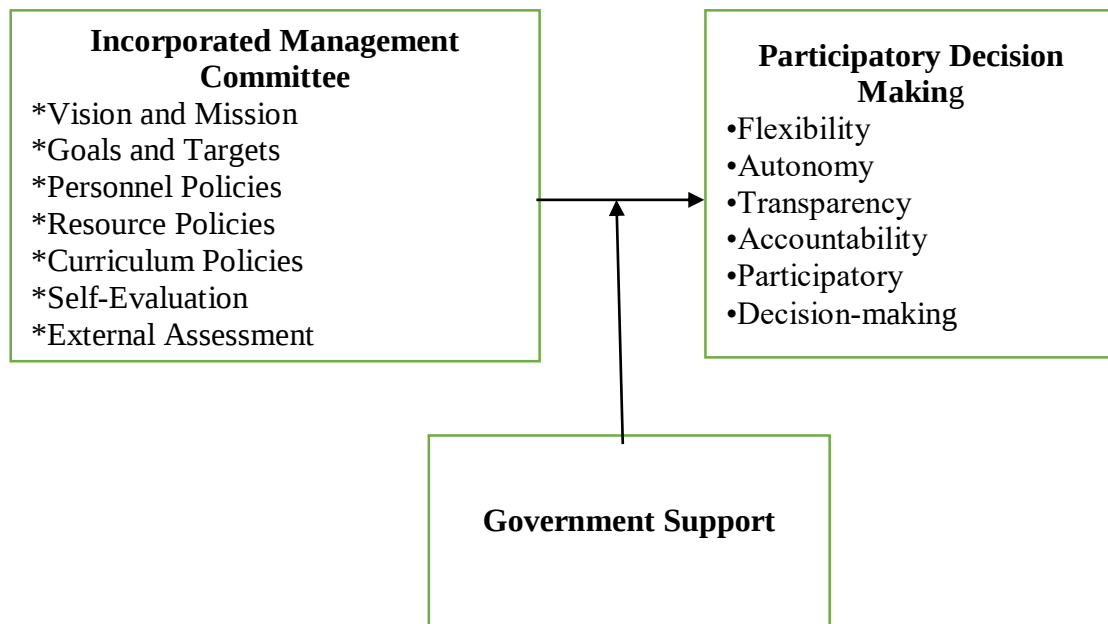
SBM aims to enhance teaching standards and learning outcomes. Through SBM, schools have more autonomy to develop an environment that facilitates continuous school improvement and put in place a self-evaluation mechanism to ensure the quality of learning and teaching.

With enhanced transparency and accountability, it involves key stakeholders in decision-making. IMC schools are well-positioned to take on additional responsibilities.

The Government will assist IMC schools in putting in place a more rigorous checks-and-balances mechanism. Under a transparent, accountable, and participatory decision-making system, IMC schools can sustain improvement and enhance the effectiveness of learning and teaching.

From the discussions, the derived initial conceptual framework follows.

Conceptual Framework



METHODOLOGY

Research Design

This study uses a quantitative research design. It is a systematic investigation that primarily focuses on quantifying data, variables, and relationships. It involves the use of statistical, mathematical, and computational techniques to collect and analyze data. Quantitative research is often used to establish patterns, test hypotheses, and make predictions. It is widely applied in fields such as psychology, sociology, economics, health sciences, and education.

Key Characteristics of Quantitative Research:

- Objective: Focuses on numbers and measurable variables rather than subjective opinions.
- Structured: Employs well-defined research questions, hypotheses, and data collection methods.
- Statistical: Utilizes statistical tools to analyze data and validate findings.
- Replicable: Enables repetition of the study to verify results and increase reliability.

Types of Quantitative Research

Quantitative research can be categorized into several types, each serving a specific purpose. The most common types include descriptive, correlational, experimental, and causal-comparative research.

- Descriptive Research

Purpose: To gather information and create an overview of a particular phenomenon, population, or condition.

- Causal-Comparative (Ex Post Facto) Research

Purpose: To explore cause-and-effect relationships retrospectively by comparing pre-existing groups.

- Quantitative Research Methods

Quantitative research methods focus on systematic data collection and analysis using structured techniques. Common methods include surveys, experiments, and observations.

1. Surveys

Purpose: To gather data from a large sample, allowing researchers to make inferences about the larger population.

Quantitative research relies on various tools to collect and quantify data, including:

- Questionnaires: Standardized forms with close-ended questions, often using scales (e.g., Likert scale) for responses.
- Tests and Assessments: Used to measure knowledge, skills, or other measurable attributes.
- Digital Tracking Tools: Software or digital applications that collect data, such as website traffic metrics or physiological monitoring devices.

Data Analysis in Quantitative Research

Data analysis in quantitative research involves statistical techniques to interpret numerical data and determine relationships or trends. Key techniques include descriptive statistics, inferential statistics, and correlation analysis.

- Descriptive Statistics

Purpose: To give an overview of the dataset, allowing researchers to understand general trends and distributions.

Mean: Average of all data points.

Median: Middle value of an ordered dataset.

Standard Deviation: Measure of variability around the mean.

- Inferential Statistics

Purpose: To determine if observed results are statistically significant and can be generalized to a larger population.

Common Tests:

t-Test: Compares the means of two groups to determine if they are statistically different.

ANOVA (Analysis of Variance): Compares means among three or more groups.

Regression Analysis: Examines the relationship between independent and dependent variables.

Population and Sampling Technique

The respondents were school heads and administrators.

Data Gathering Procedure

The researcher administered personally the questionnaires to the respondents. A self-made questionnaire was constructed. A one sample t-test was used to validate the questions. Also, a reliability test was used using Cronbach Alpha = 0.86.

Data Analysis

The study used: mean, standard deviation, one sample t-test, ANOVA, and regression analysis. The SPSS software v.28 was utilized to process the data.

Limitations and Ethical Considerations

For ethical consideration, the data are treated with utmost confidentiality and no respondent is identified.

RESULTS AND DISCUSSION

1 To what extent has the Incorporated Management Committee performed in terms of:

1.1 IMCs duties and responsibilities;

1.2 Government support; and

1.3 Participatory decision-making?

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
1.1 IMCs duties and responsibilities				
Vision/Mission	37	3.7568	.86299	.14187
GoalsTargets	37	3.9730	.79884	.13133
Personnel Policies	37	3.5946	.83198	.13678
Resource Policies	37	3.8919	.84274	.13855
Curriculum Policies	37	3.8108	.93802	.15421
Resource Policies	37	3.7027	.90875	.14940
Self Evaluation	37	3.8919	.90627	.14899
1.2 Participatory decision-making				
External Assessment	37	3.8378	.95782	.15746
Student Learning Outcomes	37	3.9189	.89376	.14693
Flexibility	37	3.9730	.89711	.14748
Autonomy	37	4.1351	.75138	.12353
Transparency	37	3.5405	.90045	.14803
Accountability	37	3.8378	.89795	.14762
Decision making	37	3.8108	.77595	.12757
1.3 Government Support	37	3.7027	.77692	.12772

1.1 IMCs duties and responsibilities

The computed standard deviations are all less than 1.00 which shows that the responses are homogenous. Likewise, the means are all greater than 3.50 which show that IMCs duties and responsibilities including participatory decision making are all demonstrated to a high extent.

One-Sample Test

Test Value = 3.5

	t	df	Sig. tailed)	(2-Mean Difference	95% Interval Difference Lower	Confidence of the Upper
1.1 IMCs duties and responsibilities						
Vision/Mission	1.810	36	.079	.25676	-.0310	.5445
Goals Targets	3.601	36	.001	.47297	.2066	.7393
Personnel Policies	.692	36	.494	.09459	-.1828	.3720
Resource Policies	2.829	36	.008	.39189	.1109	.6729
Curriculum Policies	2.016	36	.051	.31081	-.0019	.6236
Resource Policies	1.357	36	.183	.20270	-.1003	.5057
Self Evaluation	2.630	36	.012	.39189	.0897	.6941
1.2 Participatory decision-making						
External Assessment	2.145	36	.039	.33784	.0185	.6572
Student Learning Outcomes	2.851	36	.007	.41892	.1209	.7169

Flexibility	3.207	36	.003	.47297	.1739	.7721
Autonomy	5.142	36	.000	.63514	.3846	.8857
Transparency	.274	36	.786	.04054	-.2597	.3408
Accountability	2.289	36	.028	.33784	.0384	.6372
Participatory	.665	36	.510	.09459	-.1937	.3829
Decision making	2.436	36	.020	.31081	.0521	.5695
1.3 Government support	1.587	36	.121	.20270	-.0563	.4617

However, of the IMCs duties and responsibilities, the indicators that are demonstrated to a significant extent are: Goals Targets, Resource Policies, and Self Evaluation.

On the other hand on participatory decision making, the indicators that are significantly implemented are: External Assessment, Student Learning Outcomes, Flexibility, Autonomy, Accountability, and Decision making.

2 extent government support affected:

a. IMCs duties and responsibilities; and

		Sum Squares	of Mean Square	F	Sig.
Vision/Mission	Between Groups	3.566	1.189	1.688	.189
	Within Groups	23.244	.704		
	Total	26.811			
Goals Targets	Between Groups	1.645	.548	.849	.477
	Within Groups	21.328	.646		
	Total	22.973			
Personnel Policies	Between Groups	1.558	.519	.734	.539
	Within Groups	23.361	.708		
	Total	24.919			
Resource Policies	Between Groups	1.040	.347	.466	.708
	Within Groups	24.528	.743		
	Total	25.568			
Curriculum Policies	Between Groups	1.015	.338	.364	.779
	Within Groups	30.661	.929		
	Total	31.676			
Resource Policies	Between Groups	3.363	1.121	1.403	.259
	Within Groups	26.367	.799		
	Total	29.730			
Self-Evaluation	Between Groups	4.906	1.635	2.189	.108
	Within Groups	24.661	.747		
	Total	29.568			

The ANOVA table above shows that Vision/Mission, Goals Targets, Personnel Policies, Resource Policies, Curriculum Policies, Resource Policies, and Self-Evaluation are not affected by IMCs duties and responsibilities since the p-values are greater than .05.

b. Participatory decision-making?

ANOVA

		Sum Squares	of df	Mean Square	F	Sig.
Participatory	Between Groups	7.008	3	2.336	3.872	.018
	Within Groups	19.911	33	.603		
	Total	26.919	36			
Decision-making	Between Groups	3.648	3	1.216	2.226	.104
	Within Groups	18.028	33	.546		
	Total	21.676	36			

From the ANOVA table above, IMCs duties and responsibilities has a significant moderating effect to participatory but with no significant, effect to decision making.

3 To what extent are effects of IMC to participatory decision-making?

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.807 ^a	.651	.453	.63950

a. Predictors: (Constant), Accountability, Resource Policies, Self-evaluation, Goals Targets, Autonomy, Vision Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment

From the Model Summary above, the explanatory variables, Accountability, Resource Policies, Self-evaluation, Goals Targets, Autonomy, Vision Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment represent 65.1%.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.513	13	1.347	3.294	.006 ^b
	Residual	9.406	23	.409		
	Total	26.919	36			

a. Dependent Variable: Participatory

b. Predictors: (Constant), Accountability, Resource Policies, Self- Evaluation, Goals, Targets, Autonomy, Vision/Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment

The F-test of significance of the regression analysis is highly significant at $\alpha=.01$ (sig=.006). This test result shows that the regression equation is a valid tool to predict Participatory next period.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.754	1.509		.500	.622
	Vision Mission	-.107	.146	-.107	-.733	.471
	Goals Targets	.060	.175	.056	.345	.733
	Personnel Policies	.083	.190	.080	.436	.667
	Resource Policies	.388	.173	.378	2.236	.035
	Curriculum Policies	-.122	.164	-.133	-.748	.462
	Resource Policies	.313	.180	.329	1.743	.095
	Self Evaluation	.200	.163	.210	1.229	.231
	External Assessment	-.337	.179	-.373	-1.884	.072
	Student Learning Outcomes	-.006	.227	-.006	-.025	.980
	Flexibility	-.067	.163	-.070	-.414	.682
	Autonomy	.014	.173	.012	.080	.937
	Resource Policies	.491	.157	.511	3.130	.005
	Accountability	-.127	.183	-.132	-.694	.495

a. Dependent Variable: Participatory

From the above Coefficient table, Resource Policies and Resource Policies have significant effect to Participatory when they are taken singly. The rest of the explanatory variables when taken singly do not have significant effect to participatory. Nonetheless, when taken together, each one contributes significant effects to participatory.

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.890 ^a	.793	.675	.44218

a. Predictors: (Constant), Accountability, Resource Policies, Self Evaluation, Goals Targets, Autonomy, Vision/Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment

From the Model Summary above, the predictors Accountability, Resource Policies, Self-Evaluation, Goals Targets, Autonomy, Vision/Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment comprise 79.3% of significant variables that are included in the study

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.179	13	1.321	6.758	.000 ^b
	Residual	4.497	23	.196		
	Total	21.676	36			

a. Dependent Variable: Decision making

b. Predictors: (Constant), Accountability, Resource Policies, Self Evaluation, Goals Targets, Autonomy, Vision/Mission, Curriculum Policies, Transparency, Student Learning Outcomes, Flexibility, Personnel Policies, Resource Policies, External Assessment

The ANOVA table above is the F-test of significance of the regression equation. The computed sig=.000 shows that the regression equation is highly significant and that the equation is a valid tool to predict the dependent variable decision making using the given predictors

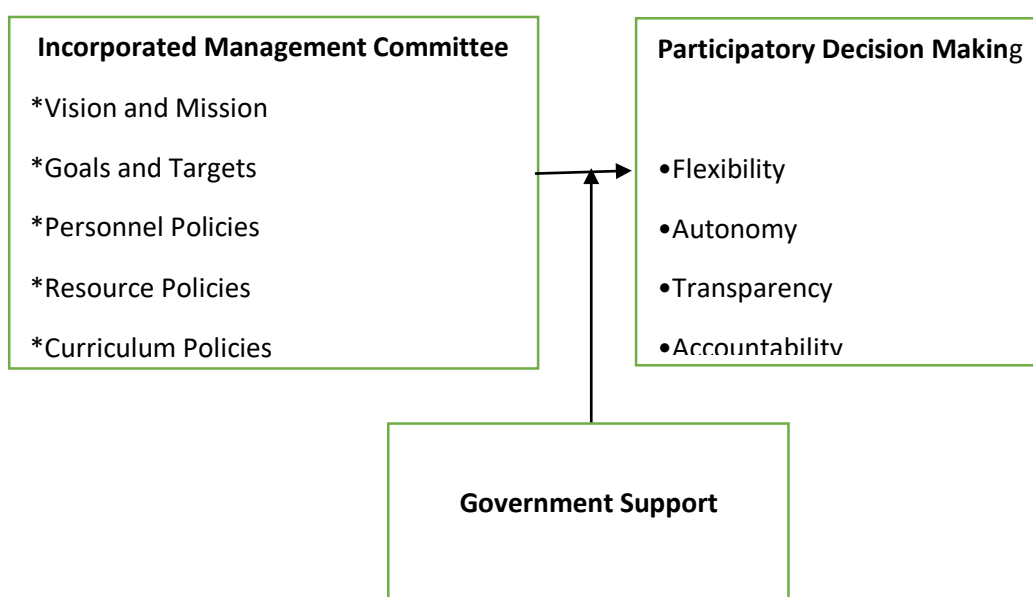
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.346	1.044		.331	.743
	Vision/Mission	-.145	.101	-.161	-1.430	.166
	Goals Targets	-.121	.121	-.125	-.999	.328
	Personnel Policies	.217	.131	.232	1.650	.113
	Resource Policies	.006	.120	.007	.051	.959
	Curriculum Policies	.290	.113	.351	2.563	.017
	Resource Policies	.224	.124	.262	1.799	.085
	Self Evaluation	.046	.113	.053	.406	.688
	External Assessment	.094	.124	.116	.763	.453
	Student Learning Outcomes	.386	.157	.445	2.456	.022
	Flexibility	-.143	.113	-.166	-1.275	.215
	Autonomy	.215	.120	.208	1.798	.085
	Transparency	.138	.108	.160	1.272	.216
	Accountability	-.289	.127	-.334	-2.279	.032

a. Dependent Variable: Decision-making

From the Coefficients table above, the predictors Curriculum Policies, Student Learning Outcomes and Accountability have significant effects to Decision Making when taken singly, while the rest of the predictors have no significant effects when considered individually. Nonetheless, all the predictors are significant when taken together.

4 Based on the findings, what school-based management framework of a primary school in Phitsanulok Area 1 can be proposed?



School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children.

The advantages.

- Allow competent individuals in the schools to make decisions that will improve learning;
 - Give the entire school community a voice in key decisions;
 - Focus accountability for decisions;
 - Lead to greater creativity in the design of programs;
 - Redirect resources to support the goals developed in each school;
 - Lead to realistic budgeting as parents and teachers become more aware of the school's financial status, spending limitations, and the cost of its programs; and,
- Improve morale of teachers and nurture new leadership at all levels.

CONCLUSIONS

How does SBM affect the roles of the school board and the superintendent and district office. The school board continues to establish a clear and unifying vision and to set broad policies for the district and the schools. SBM does not change the legal governance system of schools, and school boards do not give up authority by sharing authority. The board's role changes little in a conversion to SBM.

The superintendent and his or her district office staff facilitate the decisions made at the school level, and provide technical assistance when a school has difficulty translating the district's vision into high-quality programs. Developing student and staff performance standards and evaluating the schools are also the responsibility of the district staff.

The district office will generally continue to recruit potential employees, screen job applicants, and maintain information on qualified applicants from which the schools fill their vacancies. The district office may also specify curricular goals, objectives, and expected outcomes while leaving it up to the schools to determine the methods for producing the desired results. Some districts leave the choice of instructional materials to the schools, whereas others may require schools to use common texts.

How budget decisions are made. In most SBM systems, each school is given a "lump sum" that the school can spend as it sees fit. The district office determines the total funds needed by the whole district, determines the districtwide costs (such as the cost of central administration and transportation), and allocates the remaining funds to the individual schools. The allocation to each school is determined by a formula that takes into account the number and type of students at that school.

Each school determines how to spend the lump sum allocated by the district in such areas as personnel, equipment, supplies, and maintenance. In some districts, surplus funds can be carried over to the next year or be shifted to a program that needs more funds; in this way, long-range planning and efficiency are encouraged.

How decisions are made at the school level. Most districts create school management councils at each school that include the principal, representatives of parents and teachers, and, in some cases, other citizens, support staff, and—at the secondary level—students. The council conducts a needs assessment and develops a plan of action that includes statements of goals and measurable objectives, consistent with school board policies.

In some districts, the management council makes most school-level decisions. In other districts, the council advises the principal, who then makes the decisions. In both cases, the principal has a large role in the decision-making process, either as part of a team or as the final decision maker.

RECOMMENDATIONS

What is necessary when implementing SBM. From the beginning, the school board and superintendent must be supportive of school-based management. They must trust the principals and councils to determine how to implement the district's goals at the individual schools. It is important to have a written agreement that specifies the roles and responsibilities of the school board, superintendent and district office, principal, and SBM council. The agreement should explicitly state the standards against which each school will be held accountable. James Guthrie (1986) states that each school should produce an annual performance and planning report covering "how well the school is meeting its goals, how it deploys its resources, and what plans it has for the future."

Training in such areas as decision-making, problem solving, and group dynamics is necessary for all participating staff and community members, especially in the early years of implementation. To meet the new challenges of the job, principals may need additional training in leadership skills.

SBM Governance Framework

While additional autonomy is given, schools have to be more transparent in their operations and accountable to the community. The Government supports a participatory school governance framework involving school sponsoring body (SSB) representatives, principals, teachers, parents, alumni and community members in decision-making. This framework would enhance the transparency and accountability of school management, thus enabling the betterment of the school.

Functions and Powers of an Incorporated Management Committee (IMC)

An IMC of a school shall be responsible for:

- 1 formulating education policies of the school in accordance with the vision and mission set by the SSB;
- 2 planning and managing financial and human resources available to the school;
- 3 accounting to the Permanent Secretary and the SSB for the performance of the school
- 4 ensuring that the mission of the school is carried out;
- 5 ensuring that the education of the pupils of the school is promoted in a proper manner; and school planning and self-improvement of the school.
- 6 ensuring that the education of the pupils of the school is promoted in a proper manner; and school planning and self-improvement of the school.

An IMC may:

- * employ teaching and non-teaching staff and determine the terms and of service of the staff;
- * Use and dispose of the funds and assets owned by it;
- * Handle funds and assets received from the Government in the capacity of a trustee;
- * Open and operate bank accounts;
- * Apply for and receive any grant in aid on such terms as may be expedient, solicit and receive gifts or donations; and
- * Enter into contract, agreement or arrangement.

Support Measures provided by the Government

- The Government to provide a sample IMC constitution, manager election guides, manager training, a web page entitled "Legal Support Services for MCs", and an SBM Legal Advisory Panel to help schools resolve related legal problems.
- Schools that are going to set up an IMC can avail of a cash grant of \$350,000 to meet the necessary expenditure, including charges for legal and accounting services, for setting up the IMC.
- The Government has to put an insurance policy to indemnify the liabilities of IMCs and their managers.
- Aided schools with an IMC can be entrusted with greater funding flexibility and autonomy under the expanded Operating Expenses Block Grant and the Teacher Relief Grant. Note: An IMC must comply with the Education Ordinance, Code of Aid, and Other relevant guidelines in exercising its powers.

Conclusion. SBM aims to enhance teaching standards and learning outcomes. Through SBM, schools have more autonomy to develop an environment that facilitates continuous school improvement and put in place a self-evaluation mechanism to ensure the quality of learning and teaching.

With enhanced transparency and accountability, it involves key stakeholders in decision-making. IMC schools are well-positioned to take on additional responsibilities.

The Government will assist IMC schools in putting in place a more rigorous checks-and-balances mechanism. Under a transparent, accountable, and participatory decision-making system, IMC schools can sustain improvement and enhance the effectiveness of learning and teaching.

From the discussions, the derived initial conceptual framework follows.

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