TITLE : Administrative Status Using School-based Management of Schools under

Nong Khai Primary Education Service Area Office 1

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ABSTRACT

The objectives of this research were 1) to study and compare the levels of the opinion towards administrative status using school based management of Basic Educational Committee classified by status and school size, 2) to study suggestions of administrative development of school-based management through an excellent school in Nong Khai Primary Education Service Area Office 1. The research was conducted in two phases. The subjects of the first phase were 339 people who were the chairman of Basic Education Committee, teacher representatives, and school directors, selected through purposive sampling. The instrument was a five rating scale questionnaire of 0 .98 reliability. The statistics used for analyzing the data were percentage, mean, standard deviation and F-test for hypothesis testing and also Scheffe's method for multiple comparison test. The subjects of the second phase were fifteen people based on school size from school networks the tenth at Sra-kai district, Nongkhai province, selected through purposive sampling.

The results of this research were as follows: 1) The overall administrative status using school-based management was at a high level. Considering in each aspect, it was found that checking and balancing, and self-managing were at the highest level. However, there were four aspects rated at a high level difference from high to low: (1) the rule of law, (2) return the educational authority to people, (3) participatory administration, and (4) decentralization, respectively. 2) The overall opinions of participants through the administration using school-based management classified by status was rated at a high level.

Considering in each aspect, it was found that the chairman of Basic Educational Committee, teacher representatives and school directors were rated at the highest level of checking and balancing. 3) The overall opinions of participants classified by school size were at a high level. Considering in each aspect, it was found that every school size used school-based management at a high level. 4) The comparison of participants' opinion towards the administrative status using school-based management classified by status was significantly different at .05 level as a whole and an individual. 5) The comparison of participants' opinion towards the administration status using school-based management classified by school size was not significantly different as a whole. However, there were two aspects which were significantly different: decentralization and return educational authority to people. 6) Some suggestions towards the development of administration through excellent school indicated that the schools should give an opportunity for community to participate in educational management on academy, personnel, general administration and budget management. The parents should be informed regarding the importance of participation and their educational duties not only the school responsibility. The schools should b eready for checking work achievement from stockholdersto order to be transparent and reliable in educational quality.