

**AN ANALYSIS OF CAUSAL FACTORS OF  
EDUCATIONAL ADMINISTRATION QUALITY OF  
SMALL SIZED SCHOOLS UNDER THE OFFICE OF  
THE BASIC EDUCATION COMMISSION**

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**Abstract:** This research had the following objectives: 1) to analyze the factors that affect the quality of education management in small-size schools under the supervision of the Office of the Basic Education Commission (OBEC); 2) to develop the form of causal relationship of the factors that affect the quality of small-size schools; and 3) to study and analyze the influential route of latent variables in the form of causal factors influencing the quality management of small-sized schools under the OBEC.

The research methodology had 2 steps as follows: Step 1) to synthesize variable of factors by case study that observation and interviews are used. The data was then analyzed by content analysis, typological analysis, comparison and analytic induction. Step 2) to study the causal factors. A sample size of 374 schools from the total of 10,877 small-sized schools was randomly chosen by using Krejcie and Morgan. The research instruments used were rating scale questionnaires. The SPSS program was used in order to analyze descriptive statistics and RISREL program was applied to analyze the factors ; Pearson's correlation coefficient, Chi-square, Goodness of Fit Index (GFI), Standard Error of Measurement (SEM), R-square and Multiple Regression Coefficient.

The research findings were summarized as follows: The causal factors of educational administration of small-sized school under The Office of the Basic Education Commission consisted of external factor and internal factors. External factors included economic, social, political, environmental and technological factors. Internal factors included organizational structure, human resources, budgeting and administrative factors. The research had been found that external factors had more impact on educational performance of small-sized schools under the OBEC.

**Keywords:** Quality of Small-sized Schools

**Introduction**

In this chaotic world, information technology has grown rapidly include economics politics society conditions and cultures. It is necessary for each country to be adaptive to chaotic world. Important factor to face with changing is human quality. Education is expected to improve human and society. Besides be aware of and recognize the importance of human quality, we must realize to system and surrounding that promote human quality, educational quality. The 1999 National Education Act, Chapter 6, has identified two the quality assurance: quality assessment and internal quality assurance. Internal quality assurance is school's mission. Quality assessment is an educational process for providing the learners, parents, community and society with confidence and assurance of school's ability to offer service of the quality and standard required.

Nowadays, the educational institutes under the Ministry of Education has been aware of the quality assurance, especially, the educational institutes under the office of the basic education commission that provide basic educational level. Now, there are 32,879 small – sized schools under the office of the basic education commission. Most of small – sized schools face to the same important problem, low quality students. Insufficiency management resources were mainly causal of low quality students. However, some of small – sized schools, about 4,000 schools, received confirmation of educational quality and standards from The Office of National Education Standards and Quality Assessment (Public Organization) and got results “good.” It is indicated that some schools can provide educational management efficiency. Thus, researcher attended to study what factors influencing efficiency basic educational administration of these small – sized schools. This research is useful to improve and develop quality assurance system of small – sized schools efficiency.

**Objective**

1) To study factors and level of factors concerning education administration quality of small – sized school under the office of the basic education commission.

2) To develop the form of causal relation of factors effecting quality of small – sized school under the office of the basic education commission.

3) To study influential route of latent variables in the form of causal factors influencing quality of small – sized school under the office of the basic education commission.

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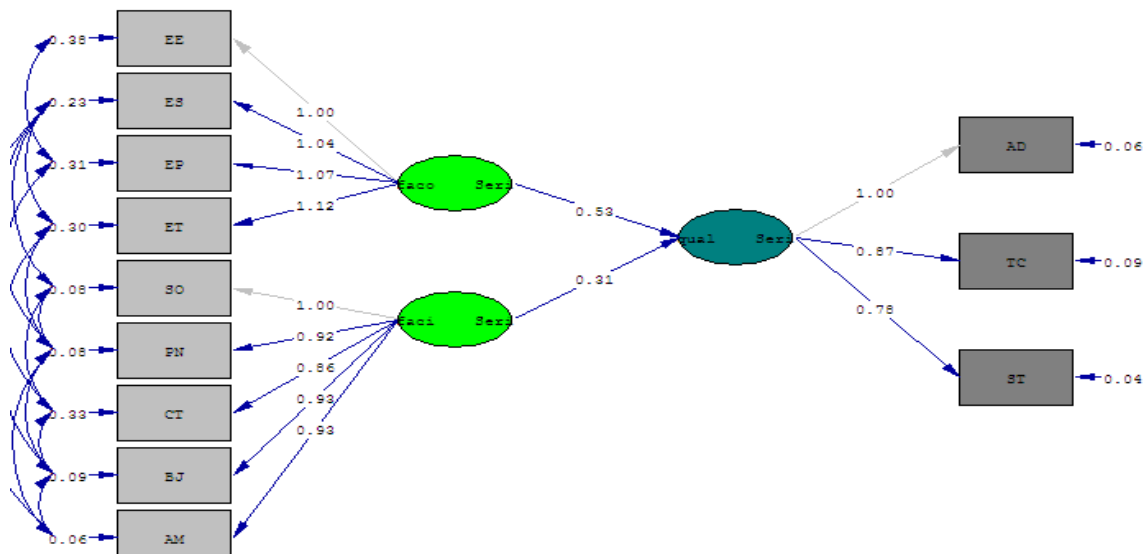
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**Research Methodology**

This research was composed of the two parts: 1) studying qualitative data 2) studying quantitative data. To confirm related form of model, empirical data was used for the study of the related form of other components that effect educational administration quality. Just small – sized schools under the Office of the Basic Education Commission were studied. Documents were synthesized to define causal factors affecting the quality of school and to confirm the model of the school cases study. School cases was chosen by purposive random sampling within 5 criterion; 1) Be school got rewarded within 3 years ago 2) Got “good” quality level from The Office of National Education Standards and Quality Assessment (Public Organization) in the first round of assessment 3) Be primary school 4) Be school under the Office of the Basic Education Commission and 5) Be willing to giving data and information.

2. The actual factors that affect the quality of educational administration as perceived by administrators have been studied. The finding indicated that economics environment is in minimize level of effect, social is in maximize level of effect , politics is in maximize level of effect, and technology is in medium level of effect. Organization structure is in maximize level, personnel is in maximize level, context is in maximize level, and budgeting is in maximize level of effect. Evaluating quality educational assessment from The Office of National Education Standards and Quality Assessment (Public Organization) was “fair” level in overall. Considering each factor, administrator has been ranked the highest.

3. Analyzing casual factors affecting the quality of educational administration of small – sized school in actual occurrence from administrators. Considering in overall effect, actual environment is in maximize. Correlation of most empirical factors related positively and had statistically significant at the level .01. Based on the analysis of casual factors effecting the quality of educational administration of small – sized schools, the findings indicated that internal factors and external factors influenced educational administration quality directly and external factors has more effect to educational administration quality than internal factors.



Chi-Square=103.99, df=37, P-value=0.08, RMSEA=0.075

**Figure 1: Casual Factors Affecting the Quality of Educational Administration of Small-sized School**

**Research Findings**

The finding can be concluded as:

1. Based on the analysis of schools that got rewarded in 2008, the components of factor that effecting school quality was identified. The findings indicated that components of external factor had contributed to achieve education goal. Community participation was necessary to educational administration. Besides, government policies affect student quality, too. For budgeting, schools under studied got little budget from government. People in communities were important budgeting sources.

**Discussion of Findings**

1. Analyzing of school cases that got rewarded in 2008 from considering the component of factors effecting school quality, the findings indicated that components of external factors contributed the achieved education goal. Community participation was necessary to educational administration. Besides, government policies affect student quality, too. For budgeting, school cases got little budget from government. People in communities were important budgeting sources. It is showed that school administration composed of various components for the achievement, but

depended on leadership of administrator. This agreed with Chutarat Wittayakao (1998) shown that leadership brought about motivation leading to the effectiveness of educational quality assurance.

2. In actual, small – sized schools the quality of educational administration is the the highest overall factor. Considering each factor, organization structure is in maximizing level. It indicated that organization structure could be increase educational quality, which was in agreement with Chumpol Peamsri (2002) showed that small – sized school administration was not complicated administration. Group of teachers concerned to participation. From evaluating of The Office of National Education Standards and Quality Assessment (Public Organization), administrator was in “fair”. Considering each standard, the forth standard, leadership of administrator, ranked the highest. It showed that administrator was important for developing school towards the educational goal. It agreed with Supatra Subsatean (2003) showed that administrator was important mechanism to develop the motivation and oerception toward school policy of school personnel.

3. The quality of educational administration is the highest factor affecting the success of small – sized schools. Considering each factor, organization structure is in the highest level. Correlation of most emirical factors related positively and had statistically significant at the level .01. It showed that school administration needed to relate to all factors. It agreed with Sunti Rungsamai (2005) showed that administration process should be used to increase strength and quality of small-sized school.

Analyzing casual factors effecting educational administration quality of small – sized school found that internal factors and external factors influenced educational administration quality directly. Besides, it found that external factors have more effect on educational administration quality than internal factors.

### Suggestion

1. Suggestions for using of research results.

1.1 In policy, the research results found that economics, social, politics and technology effected educational administration quality. Thus, specific policy should be provided for small – sized school in order to be administration guideline.

1.2 Research results indicated that personnel were the highest level in actual. Personnel were an important mechanism to keep small – sized school on developing. Thus, there should be administrators in school in order to develop educational quality. The administrators should be

high in leadership, because leadership is necessary for educational administration quality of small – sized school under the Office of the Basic Education Commission.

2. Suggestions for the next Research

2.1 This research, the sample groups were school administrators, thus next research should study in depth by collecting data from various person such as ; teacher, the basic school committee, parents, communities etc.

2.2 There should be comparison educational administration quality of small – sized schools under the other offices. In order to take comparison results to set and provide policies that concerning educational administration in each office.

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