

THE SCHOOL ADMINISTRATOR'S ROLES AFFECTING PARTICIPATION IN EDUCATIONAL MANAGEMENT OF BASIC SCHOOL'S EDUCATIONAL COMMITTEE

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Abstract

This article studies the role of educational institution administrators that affects the participation of the Basic Education Commission in organizing education. Resulting in the efficient functioning of the organization or educational institution. The Ministry of Education therefore emphasizes that educational institution administrators There is a stimulating role for executives. Promote successful management in the roles and responsibilities of executives. The role of educational institution administrators for educational reform By adhering to the principles of leadership in moral development Ethics and desirable characteristics There is an administrative guideline using the school as a base. To be a leader in using technology to manage learning. academic development Coordinate with the community to manage quality by having everyone participate in thinking, deciding, taking action and taking responsibility together. To focus on developing students as a priority, creating morale and encouragement for personnel to bring about a change in the culture of learning and exchanging knowledge together. To focus on developing students as a priority, creating morale and encouragement for personnel to bring about a change in the culture of learning and exchanging knowledge together. It is important for students to have knowledge and morality. Focus on developing and strengthening people's potential The role of the educational institution administrator is to be successful in managing the educational institution to be accepted by people both inside and outside the organization very well. Therefore, good executives must examine themselves for their shortcomings and find ways to develop themselves for constant learning and work development. To keep up with changes in the new management system and current educational reforms In carrying out the work, administrators must adhere to management using a participatory model in organizing education. They can apply such approaches to participatory management in organizing education. Strategic and innovative thinking and academic leadership Its application is a perfect school administration norm for school administrators who are both moral and knowledgeable about changing conditions. This is an important characteristic of the role of educational institution administrators. It is the image that will lead the organization to success. to participate in education.

Keywords: The School Administrator's Role, Basic School's Educational Committee, Participation In Educational Management Of Basic School's Educational Committee

Introduction

The Ministry of Education is primarily responsible for managing education, aiming to develop human resources capable of competing on the global stage. A key strategy involves producing and developing skilled personnel to enhance the country's competitiveness and prepare students with the necessary skills for life in the 21st century. These skills are categorized into three areas: learning and innovation skills, information, media, and technology

skills, and life and career skills, ensuring success in both professional and personal life (Ministry of Education, 2015). Educational administrators must therefore align their leadership strategies with these demands, ensuring that educational policies are effectively formulated to meet the needs of students and stakeholders (Office of the Education Council, 2015).

A crucial factor contributing to the efficiency and quality of national education is the role of school administrators. School leaders are regarded as key drivers of success, serving as the bridge between policy and implementation, closest to the learners. In addition to possessing high levels of knowledge and competence, they must also act as leaders, guiding teachers, educational staff, parents, and communities to collaborate in supporting education (Boworn Tesarin, Online, 2017). Furthermore, school administrators have multiple roles, including academic leadership, group leadership, facilitation, communication, human resource management, resource management, and community relations. These roles are critical in utilizing the capabilities of school boards to their full potential, thereby enhancing the management and governance of schools. Moreover, school leaders play a central role as the chief executives of educational institutions, bearing significant responsibility for overseeing various related administrative functions (Office of the Education Council, 2010, p. 14).

Under Section 38 of the Ministry of Education Administrative Act B.E. 2546 (and its 2010 amendment), alongside the Personnel Management Act, it is mandated that every school must have a school board, with its composition varying depending on the number of students. The board is required to meet at least twice a semester to monitor and promote school activities. The duties of the school board include ensuring that school operations comply with laws, regulations, and the policies of the Ministry of Education, and aligning with the needs of the local community (Office of the Education Council, 2010, pp. 5-6). This participatory model allows various stakeholders, such as parents, teachers, local authorities, alumni, religious figures, and community representatives, to take part in educational management. For example, schools with fewer than 300 students can have nine school board members, while schools with more than 300 students can have up to 15 members. The effectiveness of basic education management significantly depends on the support and driving force provided by the school board, as they work closely with the school to ensure strong governance, autonomy, and alignment with local needs (Thawin Aranyaves, Online, 2017).

School administrators must continually develop a wide range of competencies and higher-level skills to keep pace with the digital age. As Seminar Rattanithit (2010) highlighted, school leaders must focus on achieving quality outcomes that meet set goals. Thus, school administrators play a pivotal role in advancing education, being the core mechanism in setting policies, visions, and missions, and directly overseeing the management of teaching and learning processes to meet organizational objectives. School administrators must adhere to professional standards, including academic content knowledge, evaluation techniques, and pedagogical strategies, to become proficient educational leaders.

The term Educational Administrator refers to an individual who holds a managerial position within an educational institution in a designated educational area, including institutions that provide early childhood, basic, and higher education below the degree level, both in public and private sectors (Office of the Council of State, 2003). The term **principal** or **head of school** is typically used for the highest administrative leader of a public school. However, in private schools, other terms such as **head teacher**, **headmaster**, or **headmistress** may be used, especially in the context of Thailand.

A school administrator today is referred to as a **school director**, whereas in the past, they were known as "head teacher" or "principal" (Prakob Kuprat, 2009). School administrators play a crucial and highly influential role in determining the quality of educational outcomes, the effectiveness of school management, and the overall success of the institution. Many

scholars agree that the success or failure of educational systems is partly dependent on the leadership of administrators. Therefore, educational administrators are key variables in ensuring the quality of education. In the 21st century, school leaders must possess knowledge, skills, and experience in educational management to modernize schools and keep them aligned with the evolving world.

The role of the school leader is essential in promoting successful educational reform, with a focus on learner-centered approaches. These roles can be summarized as follows:

1. Leading the development of morality, ethics, and desirable traits.
2. Administering based on school-based management principles.
3. Leading the integration of technology into the learning process.
4. Leading academic development.
5. Collaborating with the community.
6. Promoting democratic management through teamwork and active participation.
7. Leading in creating the school's unique identity and fostering creativity.
8. Leading in quality management by encouraging collective decision-making and responsibility.
9. Motivating staff to foster a culture of learning and knowledge sharing.
10. Leading efforts to secure funding to support educational quality improvements.

School administrators who adhere to these ten principles will likely achieve success in managing their institutions, earning recognition from both internal and external stakeholders. Effective administrators should consistently engage in self-reflection to identify areas for improvement and seek continuous self-development in order to stay current with the evolving management systems and educational reforms. In executing their roles, administrators should follow the School-Based Management (SBM) model, which includes the following criteria:

1. Academic leadership
 2. Participatory management
 3. Facilitation
 4. Relationship coordination
 5. Promoting teacher and staff development
 6. Motivational strategies
 7. Internal and external evaluation
 8. Encouraging research and development
 9. Public relations
 10. Promoting technology
- (Teera Runcharoen, 2012, online)

The characteristics of roles

According to Biddle (1950: 81), the characteristics of roles can be classified into five key aspects:

1. **Functional Role:** This focuses on the role or behavior characteristic of individuals who hold certain social positions within a stable social system.
2. **Symbolic Interaction Role:** This emphasizes the role of individual actors and the evolution of roles based on social interactions. It also considers how social actors interpret the behaviors of others.
3. **Structural Role:** This pertains to the social structure or position, where the prescribed behaviors are standardized across social positions within the structure.
4. **Organizational Role:** This refers to the various roles that accompany social positions within a system, often structured around tasks and well-defined hierarchies.

5. Cognitive Role: This relates to the relationship between the expected role and the actual behavior, focusing on how individuals understand and fulfill these expectations.

The role of a school administrator

As described by Thon Sunthonayut (n.d.: 1-3), is to coordinate tasks effectively, ensuring the smooth completion of work while maintaining the stability and growth of the organization. Educational administration is considered a high-level profession, similar to other elite professions. Typically, a high-level profession contains key components, including the need to serve society in a way that does not overlap with other disciplines, the application of intellectual methods, autonomy in professional practice, and the necessity for members to have advanced education. Moreover, those providing professional services must adhere to a strict code of ethics and be governed by a central organization responsible for maintaining the stability and standards of the profession.

Jeran Wairawajnakul (n.d.: 79) outlines eight essential functions that school administrators must perform in managing educational institutions:

1. Personnel Management: Involves managing teachers, staff, workers, and other personnel within the school to ensure collaboration and cooperation from all parties.

2. Student Guidance and Discipline: Involves governing students, providing guidance, and maintaining contact with their parents.

3. Academic Management: Includes overseeing the curriculum, textbooks, teaching materials, and instructional processes to ensure high-quality teaching and learning.

4. Community Involvement: Emphasizes the school's role as a community leader, contributing to community development in all aspects.

5. School Management System: Establishing authority structures, organizational charts, and administrative plans to ensure that the school operates as a well-organized institution.

6. Facilities and Resources Management: Managing the school's buildings, facilities, and materials.

7. Administrative Work: Includes clerical work, documentation, financial management, and school services.

8. Performance Evaluation: Regular and continuous evaluation of school operations and outcomes.

In summary, school administrators must serve as leaders who support and enhance the teaching and learning processes within their schools. They must possess decision-making skills and the ability to involve all stakeholders, which directly influences the effectiveness of teaching and helps schools achieve their goals.

Additionally, the National Education Act B.E. 2542 (1999) mandates public participation in educational management through individuals, families, communities, local administrative organizations, and other societal institutions. Specifically, the Basic Education Committee, established under the Ministry of Education regulations, is responsible for overseeing basic education management. This committee consists of the following members:

1. Chairperson 2. One representative of the parents 3. One representative of the teachers 4. One representative of the community 5. One representative of the local administrative organization 6. One representative of alumni 7. One representative of the clergy or religious organization (for smaller schools, one representative, and for larger schools, either one representative and one clergyman or two representatives) 8. Experts: For smaller schools, one expert; for larger schools, six experts.

The school director also serves as a committee member and secretary. This structure allows for the integration of diverse community perspectives in the management of basic education, enhancing the inclusivity and quality of educational outcomes (Mat Point, 2019).

In accordance with the Ministerial Regulation, the composition and number of the Basic Education School Board vary depending on the type and size of the school. Schools are categorized into two types as follows:

1. General Basic Education Schools

These schools are further classified based on the size of the student population.

1.1 Small Schools: A small school is defined as having no more than 300 students.

For such schools, the school board consists of members (as shown in Chart 2), comprising:

1.1.1 Chairperson – 1 member

1.1.2 Parent Representative – 1 member

1.1.3 Teacher Representative – 1 member

1.1.4 Community Organization Representative – 1 member

1.1.5 Local Administrative Organization Representative – 1 member

1.1.6 Alumni Representative – 1 member

1.1.7 Buddhist Monk and/or Religious Organization Representative – 1 member
(either a monk or a representative from a local religious organization)

1.1.8 Qualified Individual – 1 member

1.1.9 School Principal – serves as both a member and the secretary of the board

1.2 Large Schools

For large schools, defined as having more than 300 students, the school board consists of 15 members (as illustrated in Chart 3), with the following composition:

1.2.1 Chairperson – 1 member

1.2.2 Parent Representative – 1 member

1.2.3 Teacher Representative – 1 member

1.2.4 Local Administrative Organization Representative – 1 member

1.2.5 Local Administrative Organization Representative – 1 member (duplicate position to ensure broader representation)

1.2.6 Alumni Representative – 1 member

1.2.7 Buddhist Monks and/or Religious Organization Representatives – either: 2 monks, or 2 representatives from religious organizations, or 1 monk and 1 religious organization representative

1.2.8 Qualified Individuals – 6 members

1.2.9 School Principal – serves as both a member and the secretary of the board

2. Collaborative Development Schools

For schools under the Collaborative Development Model, the school board is composed of 15 members (as shown in Chart 4), structured as follows:

2.1 Chairperson – 1 member

2.2 Parent Representative – 1 member

2.3 Teacher Representative – 1 member

2.4 Community Organization Representative – 1 member

2.5 Local Administrative Organization Representative – 1 member

2.6 Alumni Representative – 1 member

2.7 Buddhist Monk and/or Religious Organization Representative – 1 member
(either a monk or a representative from a local religious organization where the school is located)

2.8 Qualified Individuals – 7 members

2.9 School Principal – serves as both a member and the secretary of the board

Participation in Educational Management of the Basic Education School Board

The roles and responsibilities of the Basic Education School Board, as outlined by the Ministry of Education's Regulation on the Basic Education School Board B.E. 2543 (Office of the Basic Education Commission, 2004, p. 8), include the following six key duties:

- 1) Establishing Policies and Development Plans – The board is responsible for setting the overall direction and strategic goals of the school.
- 2) Approving the Curriculum – The board reviews and approves the development of core curricula used in the school.
- 3) Promoting Access to Basic Education – The board works to ensure that all children within the school's service area receive equitable access to basic education.
- 4) Participating in School Administration – The board provides guidance and takes part in the school's management and governance processes.
- 5) Resource Mobilization for Education – The board plays a key role in encouraging and organizing efforts to raise resources to support the school's educational activities.
- 6) Strengthening School-Community Relationships – The board works to enhance the relationship between the school, the community, and other organizations to foster cooperation and support.

Conclusion

One of the key factors influencing the management of educational institutions is the active participation of the school board, which plays a crucial role in enhancing the effectiveness of school development. This involvement brings the community into the educational process, fostering collaboration from various societal groups, including individuals, families, communities, local administrative organizations, private organizations, professional organizations, religious institutions, businesses, and other social institutions.

The success of basic education management largely depends on the contributions of the school board. The board drives and pushes forward the school's goals, ensuring that all members perform their roles to the best of their ability. When each stakeholder—from school board members, administrators, teachers, and students, to supporting parties like parents, villages, temples, and the broader community—fulfills their duties effectively, the quality of education in the school improves.

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