Schools, parents and community partnership enhancing students' learning achievement

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Abstract

This research aimed to investigate the level of schools, parents and community partnership to enhance the students' learning achievement classified by school size, and to find guidelines where schools, parents and community participate towards students' learning achievement. A total of 1,109 respondents constituting school administrators, teachers, parents and community under the Office of Khon Kaen Primary Educational Service Area 1 were involved. Regarding school size, it revealed that different size of school caused the difference between the administrating partnership statistically significant at 0.01 level, and after making a comparison of student learning' achievement, it found that the quality was not statistically significant at 0.05 level. To achieve the students' learning achievement, the school should provide chances for parents and community to share their ideas, create an evaluating and tracking system to indicate the efficiency of administration, to accelerate, to simplify, and to mobilize the educational resources.

Keywords: Parent-community partnership, students' learning quality, primary school.

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1. Background and significance of the problem

Thailand had national development continuously in Social, Economic, Political and Government aspects leading to universal. So, Thai Educational Management had to step into Educational Reform. The Educational Management had to emphasise on knowledge management for people in society to have quality, ethics and morality, honesty, good awareness in aligned with knowledge in different fields of study human development to live in society appropriately. National Education Act (1999) specified rationale of an Educational Management that the society to participate in Education (education for all) implemented by schools and related work units. The structure and process of Educational Management should have identity in policy and variety in practice, decentralisation in Educational Administration and Management into the Office of Educational Service Area, and schools in the area directly. The schools provided Basic Education especially the schools as juridical person (Ministry of Education, 2003). Being juridical person of schools, the Educational Management had to be based on the Participation. As a result, the schools had to provide decentralisation for every division where the stakeholders participating in Educational Management which was congruent with the Constitution of Thailand 2007 gave an importance to the Education.

The schools belonged to community as the Educational Institution occurred by the need and necessary of community (Soodjanan, 2011). But, the schools would do their duty efficiently and successfully, they had to be collaborated and participated by parents and community in promoting and supporting the Educational Management both in formal and informal participation (The Office of Secretariat of Educational Council, 2008). The parents and community participation would cause one's feeling of being proud to be one part of Educational Management, one's opinion was listened leading to valuable decision making as well as right practice for developing the schools as well as students' quality sustainably. The Office of Khon Kaen Primary Educational Service Area 1 was a work unit being responsible in providing the Basic Education. In 2013 academic year, there were schools under jurisdiction classifying into the small sized school, the medium sized school and the large sized school covering the area of three districts as: Muang Khon Kaen, Ban Fang and Pra Yuen Districts. The major responsibility was to support and promote the schools for quality Educational Management to obtain quality based on Educational Standard, and enhance the participation every sector in society for Educational Administration and Management. One indicator of Educational Management with quality based on Educational Standard was the students'quality. The success could be measured by students' national learning achievement or Ordinary National Education Test (O-NET). According to the report of implementation in the past in Action Plan, 2013 budget year, specified that the students' learning achievement would be increased by developing the efficiency of Educational Management based on guideline of decentralisation of management emphasizing on participation by every sector especially the management by achievement oriented, and development based on quality of public management sector, apply the innovation for enhancing four aspects of management including: academic administration, person administration, budget administration and general administration. Moreover, the network of cooperation in efficient Educational Management had to be created and constructed (The Office of Khon Kaen Primary Educational Service Area 1, 2013). But, in real situation in the present, the participation of every sector in Educational Management for enhancing the students' quality by parents, community, local experts and other organisations, they didn't participate in determining the Educational Management Policy, evaluating the work practice or developing the Educational Network. For the instructional management, it was performed in the form of labour or budget support or material and hardware rather than decision making, implementation, obtaining benefit or evaluation.

According to the above background and reasons, the researcher was aware of significance and expected to obtain effect from participation by every sector in order to enhance the students' quality was interested in studying participation of schools, parents and community for enhancing the students' quality in schools under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1, to be useful for schools. The schools would be successful in enhancing the students' quality as

well as guidelines for supporting and promoting the participation of schools, parents and community for enhancing the students' achievement efficiently and sustainably further.

2. Research questions

a) What level would be the participation of school, parents and community under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1?
b) Would there be differences between students' achievement in participation of schools, parents and community in different size schools?
c) How would be guidelines of participation for enhancing the students' achievement by schools, parents and community?

3. Research objectives

The following are the main objectives of this study:

a) To study the participation of schools, parents community for enhancing the students' achievement in schools under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1.
b) To compare the participation level between schools, parents and community as well as to compare the students' quality in schools as classified by school size.
c) To search for guidelines in participation of schools, parents and community for enhancing the students' achievement in schools.

4. Research methodology

4.1. Population and samples

Phase 1: consisted of 184 school administrators, 1,620 teachers, 25,577 parents and 1,188 community people, total of 28,569 persons. The samples were 126 school administrators, 313 teachers, 379 parents and 291 community people, total of 1,109 persons. They were selected by Stratified Random Sampling by using the school size as criterion for classification. Then, Simple Random Sampling was administered. The sample size was determined by using Krejcie and Morgan' (1970) Table.

Phase 2: the samples for being interviewed consisted of the small sized school, the medium sized school and the large sized school. One school from each size, total of three schools were selected from the schools responding the questionnaire from Phase 1, the schools with frequency and percentage of participation level in the highest level. The target group participating in focus group discussion included one school from Muang District, and one school of Prayuen District, and two schools from Banfang District, total of four schools. The schools responding the questionnaire from Phase 1 were selected. They had the frequency and percentage of participation level in the highest level.

4.2. Variables

1. The process of participation of schools, parents and community in school work management, consisted of four levels including: decision making, implementation, obtaining benefit and evaluation levels.
2. Students' achievement is a result of the participation of schools, parents and communities in education. To improve the achievement of the students to meet the needs of the community and appropriate to the economic and social development. Well in line with the principles of the school. It is because of the school's parents and the community. Arrangements were made by the parents and the community. And to the parents and the community which the achievement of the O-NET of

the students for the year 2013 was evaluated by studying the effect of the participation of schools, parents and communities.

4.3. Instruments

1. Two sets of questionnaire, set 1, used for the school administrators and teachers, and Set 2, used for the parents and community. For part 1, consisted of the respondents' demographic data was a Checklist. Part 2, consisted of the Questionnaire asking the opinion on participation process of schools, parents and community for enhancing the students' quality in schools was the participation level based on Cohen and Uphoff (1980). Part 3, consisted of recommendations for guidelines in participation of schools, parents and community for enhancing the students' quality in schools was an open-ended questionnaire.
2. The semi-structured interview form Set 1, used for the school administrators and teacher. Set 2, used for the parents and community. Part 1, consisted of the respondents' demographic data. Part 2, consisted of the Interview regarding to level of participation of schools, parents and community for enhancing the students' quality in schools, based on conceptual framework.
3. The focus group record form, part 1, consisted of the respondents' demographic data. Part 2, consisted of the Questions and Probes based on conceptual framework.

4.4. Data analysis

1. The respondents' demographic data were analysed by calculating the frequency and percentage. Then, they were presented in Table and explanation.
2. The opinion of school administrators, teachers, parents and community on participation process of schools, parents and community was analysed by calculating the frequency and percentage. They were presented in table and explanation in order to study the participation level of schools, parents and community for enhancing the students' quality in schools. The Chi-square test: χ^2 was administered and presented in table and explanation for comparing the participation level of schools, parents and community of schools as classified by school size. In addition, the one-way analysis of variance was administered to compare the students' quality.
3. The recommendations for guidelines in participation of schools, parents and community for enhancing the students' achievement in schools were calculated the frequency and percentage, and presented in table and explanation.
4. The finding of guidelines for participation of schools, parents and community for enhancing the students' achievement in schools, using the investigation technique of the source of information by triangulation. Then, content analysis was performed and presented in table and explanation.

5. Conclusions

5.1. The participation level of schools, parents and community for enhancing the students' achievement in schools, under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1

According to the analysis of opinion on participation process of school administrators and teachers, in overall, there was participation. Considering each aspect, found that the participation in academic management was in 'The Highest', level. The participation in staff management was in 'the Lowest' level. Considering the participation level, found that the participation level in implementation was in 'the Highest' level. On the contrary, the participation in evaluation was in 'the Lowest' level. For the analysis of opinion on participation process of parents and community, in overall, there was a participation. Considering each aspect, found that the academic management was in 'the Highest' level. The staff management was in 'the Lowest' level. Considering the participation level, the implementation was in 'the Highest' level. On the other hand, the participation level in evaluation was in 'the Lowest' level.

5.2. The comparison of participation level in schools, parents and community for enhancing the students' achievement in schools, under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1

According to comparative analysis of participation level between the school administrators and teachers regarding to academic management, staff management and general work management, found that most of them were differences at 0.01 significant level. It indicated that there were differences in the participation process in different sized schools.

For comparative analysis of participation level between the parents and community, in academic management, budget management, staff management and general work management found that there were significant differences in most of them at 0.01 level. It indicated that there were differences in school size and participation process of work management in schools. In addition, the comparative analysis of students' quality in schools found that there were differences in students' learning achievement from O-NET at 0.05 level which meant that there were significant differences in students' quality in different sized schools, under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1.

5.3. The guidelines for participation of schools, parents and community for enhancing the students' achievement

a) For academic administration, the schools should hold conference by providing the opportunity for the schools, parents and community to express their opinion and sharing, constructing the system for following up, evaluation and investigating the efficiency of work management together. The schools should invite the local scholars by being supported from both of parents and community. The schools should use the media of information technology in instructional, public relation, implementation as well as communication with the parents and community.
b) For budget administration, the schools should hold conference, inform the allocated budget by providing the opportunity for the parents and community to express their opinion and sharing. Moreover, the schools, parents and community had to collaborate in constructing the system for following up, evaluation and indicators of efficiency and effectiveness in work management to be convenient and quick. They should collaborate in collecting the educational resource.
c) For person administration, the schools should hold conference for consultation, assign the work appropriately with one's aptitude and competency appropriately by providing the opportunity for both of parents and community to express their opinion, sharing, support and promote the seminar as well as field trip study and learn together continuously. Furthermore, the schools, parents and community should behave themselves as role models, be sincere and trusted with each other, respect and recognise and be friendly as well as honour with each other, support and encourage to solve problem creatively, be good leaders and followers, work in team, develop the professional standard and establish the teaching professional network.
d) For general administration, the schools should hold conference for consultation with each other by providing the opportunity for both of parents and community to express their opinion and sharing. They should cooperate in providing the activity both of inside the schools and community. Besides, the schools had to develop awareness in viewing the important of schools, collaborate in being committee for different projects and activity of schools as well as volunteers in helping various school activities, responsible in practicing their assigned duty truly, supporting and enhancing the establishment of parent network as well as information technology of schools.

6. Discussions

The participation level of schools, parents and community for enhancing the students' achievement in schools found that in overall, there was participation. Considering each aspect, found that the participation was in 'the Highest' level in academic management. On the contrary, it was in 'the

Lowest' level in staff management. It was supported by research findings of Pikoonkam (2008) that the students' quality in Basic Schools under jurisdiction of The Office of Nakon Patom Educational Service Area 2, it was in 'the Lowest' level in the staff management. Considering the participation level, found that it was in 'the Highest' level in the implementation. It was in 'the Lowest' level in the evaluation. Besides, Charoenkan (2008) stated that the participation in implementation to the Health Promotion School in each aspect of student group found that the student group participated in following up and evaluation in 'Low' level. For analysis of opinion on participation process by parents and community of schools, in overall, there was participation. Considering each aspect, found that the participation was in 'the Highest' level in the academic management. On the contrary, it was in 'the Lowest' level in the staff management. It was congruent with Sanitdee (2007) that the community participated in the Educational Management for evaluation in 'Low' level. Considering the participation level found that the participation in 'the Highest' level in the implementation. It was supported by Ukote (2008) that the participation in implementation, in overall, it was in 'High' level in every aspect. For the participation in evaluation, the participation was in 'the Lowest' level. In addition, each aspect of participation level in implementation found that the participation was in 'the Highest' level in the general work management. On the other hand, it was in 'the Lowest' level in the staff management.

For comparison of participation level in school, parents, community and students' achievement, as classified by four aspects of school size found that for most of them, there were significant differences at 0.01 level. It indicated that the school size, participation level of school work management, there were differences. Moreover, the analysis of students' quality in schools found that there were no significant differences in students' learning achievement from O-NET at 0.05 level. It indicated that the different sized schools under jurisdiction of The Office of Khon Kaen Primary Educational Service Area 1, there were no significant differences in students' quality. It was congruent with Wantong's (2010) findings that there were no significant differences in the findings of evaluation of school quality standard regarding to the students' quality. In addition, it was supported by the policy of the Office of Khon Kaen Primary Educational Service Area 1 (2013) that the every student was qualify based on Basic Education Standard as well as developed into excellence in Khon Kaen Province, and every one of population in learning age, had opportunity in Compulsory Education thoroughly.

The guidelines in participation of schools, parents and community for enhancing the students' achievement are listed as follows:

1. **The academic administration:** the schools should hold conference for consultation with each other by providing opportunity for the schools, parents and community to express their opinion and sharing, develop the system of following up, evaluation and investigation of efficiency in cooperative management, the schools should invite the local scholars by being supported from the parents and community. They should use the media in information technology in learning and teaching, and dissemination their implementation. It was supported by Sergiovanni (1991; cited in Mepiumsomboon, 2011) that the good quality schools should include the following characteristics: to create good climate for students, provided opportunity for parents and community to participate in or play their role in Educational Management, inform the evaluative findings of students' quality assessment for public relation as well as activity management and honourable reward regularly and use it in communicating to the parents and community.
2. **The budget administration:** the schools should hold the conference for consultation with each other, inform the allocated budget by providing the opportunity for parents and community to express their opinion and sharing. Furthermore, the schools had to create the system of following up and evaluation as well as indicators of efficiency and effectiveness in work management to be convenient and quick. They also had to collaborate in collecting the Educational Resource. It was supported by Hoar (2005) that the increase of budget was for community or financial support of Educational System aimed to improve the public the students' success.

3. **The Person administration:** the school should hold the conference for consultation with each other, assign work based on one's aptitude and competency appropriately by providing the parents and community to express their opinion and sharing, support and promote the seminar and field trip, and be the learners continuously. In addition, the schools, parents and community should behave as role model as well as be sincere and trust each other, respect and recognise, be friendly, honour each other, enhance and support the problem solving creatively, be good leaders and followers. It was congruent with Sergiovanni (1991 cited in Mepiumsomboon, 2011) that the good interaction among staffs should be enhanced focusing on staff development. The staffs should be provided opportunity to be leaders as well as followers based on suitable opportunity. Team working, professional standard and code of ethics should be promoted. Furthermore, the network of teaching professional network should be established.

4. **The general administration:** the schools should hold conference for consultation with each other by providing the parents and community to express their opinion and sharing, organizing the activity for cooperation both of inside schools and in community. It was supported by Tanongsak Koomkainam (2009) that the schools organised various kinds of service for community, provided opportunity for people to use school library, used the school buildings and site as well as material and equipment for activity practice. Moreover, the schools, parents and community had to collaborate in creating the awareness to see the importance of schools in community, and in being one part of schools as well as committee of different school project/activity. It was congruent with The Office of Basic Education Commission (2001) that the participation of family in developing the students' quality was to be committee of school board as well as volunteer in helping various activities, participate in being responsible for doing one's duty based on appointment truly, support and promote the establishment of parents network as well as information technology network in schools.

7. Recommendations

7.1. Recommendations from this study

1. The schools should promote the parents and community to be aware as well as understand their role and duty, attend the conference for planning, supervising and establishing the regulation and guidelines for evaluation precisely, following up and investigating the implementation, participating in evaluation, concluding the work practice and improving the work practice system continuously.
2. The school administrators, teachers, parents and community should use as guidelines for promoting the cooperation in various patterns, for instance, providing opportunity for being the school boards, parent network, volunteer for activity support, being local wisdom teacher to teach with the in-service teachers and disseminating the school performance for community to be inform more regularly.
3. The Office of Khon Kaen Primary Educational Service Area 1 should use the research findings in organizing the data to be information technology for being information in determining the policy, planning the Educational Development, management process and community participation activity to be appropriate with school context and the educational management efficiently.

7.2. Recommendations for future research

1. The research studies of promoted factors and obstacle factors on participation of school, parents, and community for upgrading the students' achievement of schools should be conducted.
2. The research studies of students' achievement leading to the students' learning achievement from O-NET of each year to compare with the efficiency and effectiveness of participation by schools, parents and community in order to upgrade the students' achievement of schools should be conducted.

3. The problem and guidelines for developing the school participation by schools, parents and community in order to upgrade the students' achievement of schools under jurisdiction of The Office of Khon Kaen Educational Service Area 1 should be conducted for solving the problems directly and developing the work implementation more efficiently.
4. The research studies for development of participation by schools, parents and community should be conducted in order to upgrade the students' achievement of school efficiently.

Acknowledgements

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