## CHAPTER 1
### INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 PREFACE

School is the educational institution which plays an important role in the society. One of the most important duties of school is to inculcate the young people of today to become good citizens in the future, which mean that they must be knowledgeable and capable and able to develop the nation. The operation within school can be an important determination of its role which leads to changes. The operation also affected the directions of the objectives of the school such as school administrators, teachers, instructors, students, and communities. Therefore, school personnel are the important factor in the promotion of school culture and influence to school effectiveness. It can be said that the effective school would have strong understanding of school culture. Knowledgeable administrator will be the one that lead to the promotion of school culture. By promoting school culture and reinforce it, the school personnel should observe the good behaviour and try to behave according to the school culture created by school members. This also helps the school personnel to understand the characteristics of work and choose correct way in solving problem in the daily operation and able to work cooperatively. It is significant to understand regarding the importance of school culture that relevant to beliefs, intuitiveness, and behaviours of personnel within the school. If school members understand school culture and able to modified it so that it fits to the school environment, then school administration will be successful accordingly.

School administration is delivered through a group of personnel in order to administrate education to the member of society to become good component of that society. The administration of secondary school can be classified into administrative work, academic work, student affair work, service work, school community work, and finally general work. The administration of either large or small school must assemble of the above functions. School administrator must be knowledgeable and be able to administer school personnel to work for the success of school. The administrator should be able to assign work to school personnel accordingly and properly and should be able to maintain and develop school personnel to become proficient at work. School administrator should be thinking of constructing common
interest for school at the highest level. So administrator must understand school culture and also the components of school culture. School administrator should also empower the teachers and give them chance to be a part of school administration and be open for common opinion in order to gain the highest quality in school administration.

According to Schwartz & David (1981), organizational culture is mode of practice so it composes of habit, habitude, tradition, ritual, procedure, belief, and popularity. They also said that organizational culture relates to attitude, popularity of member in the organization, management, and problem solving behaviour within the organization. School culture is the feeling that embedded within the personnel to help harmonized the organization together. This means that school culture is a way of living of the school personnel who reside within the school, which have rules and regulations that stipulated and commanded the school personnel to reach the school goals. Therefore, the school culture composes of the rules and regulations together with the behaviour that had been practiced among school personnel within the school.

In the administration of school, the administrator should consider about what culture would generates obstacle and what culture would support the administration that is beneficial to the foundation of problem solving. Thus, the development progress of the community and strong school culture will leads to the same goals and objectives. Everyone in the school can be a part of decision making, which will creates trustworthiness by appoint the authority to the subordinate, everybody knows their role, and assign executive power clearly and understand the variety of every personnel in the school. The administrator should build good principle so that everyone feels that school is apart of them, that everyone is the owner of the school, everybody have the same goals and working hard to fulfill their duty and at the end reinforce the strong school culture, which will leads to the successfulness and accomplishment of the school.

School accomplishment is a characteristic of school capability in cooperative work in order to reach the goal stipulated especially in the globalization era where things changes rapidly at all times. When school can cope and modify itself to fit into the globalization environment by changing the working environment within school to respond to the new changes. So the personnel within the school must be able to think innovatively and promptly.

Presently secondary school still faces continuous problem and obstacle such as the opposition between personnel and opposition between teachers and administrators. These
problems originated from the lack of knowledge, skill, and experience in administration of the administrator and this result to the lack of performance from both teachers and students. The Ministry of Education (2011)\(^2\) stipulates educational measurement on the secondary school administrations and found that the factor which develop and improve the school administrator for the effective work performance and attitude of teachers towards their superior is the school culture. The result shown that the school administrator didn’t promote for positive school culture such as: (a) administrator didn’t provided any chance for teachers to expressed their opinion and (b) administrator make common decision according to his/her beliefs. So school teachers are lack of motivation and only try to please the school administrator much more than working for the common good of the school. This result in bad school culture makes teachers work only when they feel like to work, which have no mechanism and in turn lead to poor performance.

It can be said that school culture plays a significant role in the reform efforts of education. Secondary schools must focus on pulling the team together, moving the whole school forward, and giving teachers a voice in shaping the future of schools and learning. School culture has direct impact on resilience building and social, emotional and academic outcomes. School culture can greatly affect the outcome of education system. Many reform efforts have missed the opportunity to improve culture. If education continues to ignore the importance of school culture, the opportunity for innovative school reform will be missed.

Culture is the distinctive identity of schools and it is definitely a critical component of school improvement. (Selznick, 1957)\(^3\) The culture and identity of a school indicate about what goes on inside the building and what the learning environment looks like. School culture is not only the actions of the school population, but also its motivations. If schools are to be enabled to not just survive, but innovate, they must learn simultaneously to adapt to and generate new meanings and strategies that facilitate effective change management. This can only be accomplished when schools begin to invest in improving their quality of thinking through developing their capacity for shared-vision building, continual inquiry, organizational development, and collaborative work culture. It seems clear that the culture of a school plays a key role in its performance (Mestry, Pillay & Plessis, 2006)\(^4\)
School culture can affect the way that teachers relate with each other, students, parents, administrators, and the community. School culture may be defined as the underlying set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel, and act in an organization. (Peterson, 2002)\(^1\)

In the social system is comprised of many fractional systems with a complex of importance in the structure, the duty, and the component. The culture is considered as a fractional system, in consideration for the structure and the duty of this system. At the same time, the cultural system is important and influential to other social systems. The culture would enable the individual to behave in accordance with the social procedure and stipulation, the attitude, the belief, and the values; and this would conform the character of this particular individual to be in consort to the format of the culture and society. The influential of the culture is, thus, penetrated through every part of the society. The school culture denotes the human sagacity in the school, creates the orderliness and the unity/identity, designs the behavioral format in the school, denotes the similarity and the diversity in school, generates the unity and the confidence in the school. It influence the behaviour of school personnel in many aspects such as the inter-organizational cooperation of the school members, effective decision making, The school culture is a symbol and the diversity of each school. Nutda Sutikamol (2008)\(^6\)

From the actual facts mentioned above pushes the researcher to study the school culture and school effectiveness of secondary school in order to find out what level of school effectiveness and school culture is presented in Thailand. By conducting the present research, school administrators, teachers and educators can benefit from the results found and able to plan a solution to the problem stated above and also looking forward to change the working habit and role of administrators/teachers within the school and reinforce best practice of school culture for the school effectiveness.

1.2 STATEMENT OF THE PROBLEM

The present research is studies under the problem:

“A Study of Relationship between School Effectiveness and School Culture of Secondary Schools in Thailand”
1.3 OBJECTIVES OF THE STUDY

There are four objectives in the study as follow:

(1) To study the level of school culture of secondary schools
(2) To study the level of school effectiveness of secondary schools
(3) To compare the mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low
(4) To study the relationship between the school effectiveness and the school culture of secondary school.

1.4 VARIABLES OF THE STUDY

Two variables are there in the study as follow:

(1) Independent variables

There are four variables in the study as follow

(1.1) School culture of secondary schools which divided into three levels i.e. high, moderate, and low

(1.2) Size of school which divided into three sizes i.e.

(a) Large (number of students more than 1500),
(b) Medium (number of students between 500-1500), and
(c) Small (number of students less than 500)

(1.3) Type of school which divided of two types i.e. state school and private school

(1.4) Area of school which divided of two areas i.e. urban school and rural school

(2) Dependent variables

The school effectiveness of secondary school is the dependent variable of the study.

1.5 DEFINITION OF THE IMPORTANT TERMS

(1) School effectiveness

Effectiveness is defined as the degree to which a set of goals or objectives are achieved on the specific requirements.

School effectiveness is defined as the school accomplishes its objectives. This can be regarded as a distinct characteristic of an effective school. The effective school is the
school in which students’ progress further than might be expected. School effectiveness can be judged on academic results or academic outcomes, usually measured by test or examination results.

In the present study, school effectiveness is the effectiveness of secondary schools in the Central part of Thailand. There are ten factors indicate the school effectiveness: (Sammons, et al, 1995)⁷

1.1) Professional leadership: This is refers to three characteristics of administrator and teachers which have frequently been found to be associated with successful leadership i.e. (a) firm and purposeful (strength of purpose), (b) participate approach (involving other staff in decision-making), and (c) leading professional (professional authority in the processes of teaching and learning).

1.2) Shared vision and goals: This refers to practices of the school when staff build consensus on the aims and values of the school through the consistent, effective communication, share goals and collaborative ways of working and of decision-making. Five factors are indicated the shared vision and goals: (a) Unity of purpose, (b) consistency of practice, collegiality and collaboration, learning organization, and staff development.

1.3) Learning environment: This refers to the orderly atmosphere and the attractive working environment.

1.4) Concentration on teaching and learning: this refers to the school’s concentration on the actual process of learning and on achievement. It is clearly vital for schools and teachers to focus on the quality as well as the quantity of teaching and learning which takes place. Three factors which associate with concentration on teaching and learning are maximization of learning time, academic emphasis, and focus on achievement.

1.5) Professional teaching: This is refers to the quality of teachers to perform their full potential in teaching. The outstanding factor that emerges the professional teaching is the efficient organization, clarity of purpose, structured lessons, and adaptive practice.

1.6) High expectations: This refers to the positive expectations of students’ academic achievement and students’ well being. Teachers can set the high standard of expectations under the three factors i.e. high expectations all round, clear communication of expectations, and providing intellectual challenge.
(1.7) Positive reinforcement: This refers to rewards and positive incentives which associate with the better outcomes. Two factors related the positive reinforcement are clear and fair discipline and feedback.

(1.8) Monitoring progress: This refers to well-established mechanisms for monitoring the performance and progress of students, classes, the school as a whole, and improvement programmes. These procedures may be formal or informal, but either way they contribute to a focus on teaching and learning and often play a part in raising expectations and in positive reinforcement. It can be said that this is included the monitoring students’ performance and school performance.

(1.9) Student rights and responsibilities: This refers to the gains in effectiveness when the self-esteem of students is raised. The students have an active role in the life when they are given a share of responsibility for their own learning. Three factors related the student right and responsibilities: (a) raising students’ self-esteem, (b) positions responsibility, and (c) positive relations with students.

(1.10) Home-school relations: This is refers to the supportive relations and co-operation between home and schools for the school effectiveness. Parental involvement and positive relations with community are the two aspects related the home-school relations.

(2) School culture

Culture is a pattern of behaviour and conduct, derived from learning, and transmitted through the community by symbols. Culture is a set of common values attitudes, beliefs, norms, customs, art, music, ethics, moral, law, tradition, behaviours, artifacts and any other capabilities & habits acquired by members of society. Some cultures are explicit and some of which are not. People in a particular culture may or may not conscious of its influence and may or may not be able to articulate its elements.

School culture is the behavioral pattern and regulation of the personnel in each school, which is to be in the same trend. This stipulated through the belief and the values of the particular school members, and would reflect the school culture. School culture can be defined as the historical transmitted patterns of values, beliefs, norm, rituals, ceremonies, myths, and traditions which build up or inherited overtime within the school, as a procedure for school members to work together. It has been relayed from one generation to new generation in the
school as an acceptable practice which shape and maintain strong idea, emotion, feeling, action and perception of students, teachers, administrators, parents and communities.

In the present study, school culture is the culture of secondary schools in the Central part of Thailand. There are ten components of the school culture: (Sergiovanni, 1988)

(2.1) School purposes: This refers to the purpose of secondary school which conduces to the policy stipulation, the operational procedure, and the appropriate operation of the rules and regulations. It is the goals or the criterion standard and the induction for the school staff to work effectively.

(2.2) Empowerment: This refers to the way the administrator empowers the decisive authority to the personnel for an execution such as giving a chance for the school staff to partake in the administration, creating a sense of attachment and community. This would enhance the working actuation for the staff to accomplish the school’s purpose together.

(2.3) Decision making: This refers to the rational process in speculating, analyzing, and selecting an option for the execution. The decision making can be done prudently through the process of activities, for the efficiency of the organizational operation such as:

(a) The intellectual activity, which stresses on the compilation of information and statistics to be used in the decision making.

(b) The designing activity is the analysis of information to find a means for the operation.

(c) This is an activity pertaining to the suitable option for the execution.

(2.4) Sense of community: This refers to a feeling that members have of belonging or of sharing a sense of personal relatedness, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together. It is a sense of mattering, of making a difference to a group and of the group mattering to its members.

(2.5) Trust: This refers to an atmosphere of trustworthiness which occurs through the school personnel. The administrator trust the teachers in their decision making, and in their operation, with a belief that man can develop for well performed. The indicators of
trustworthiness atmosphere are reliance, warmth, acceptance each other's values, collaboration, consensus among staff, and open mind.

(2.6) Quality: This refers to the quality and standard operation of the teacher; including the reliance on the teachers' proficiency and the students' ability. This also includes the realization in the high expectation in the high standard of school quality and the development of staff for deep mastery of subject matter.

(2.7) Recognition: This refers to an opportunity rendered by the school in recognizing the teachers' acceptable ideas, recognition in the accomplishment and the task of the teachers and the students, both outside and within the school. This also includes the egoism, such as the need to be praised, the need to control others, the used of orders and influence over others, the need to be independence, the need to be free from all coercion, the need to have self-confidence, the need to be successful, the need to overcome all obstacles, and the need to become what one wanted to be.

(2.8) Caring: This refers to the school's attention for the well being and the operation of the teachers, and supports them in the progression of their function. The caring which is given to each other will create a sense of attachment and devotion for the school accomplishment.

(2.9) Integrity: This refers to a quality of a person's character in wholeness as a human being. It is a guideline, a benchmark, a point to reference or a goal that is use to make decisions that rely on truth, honesty, soundness, completeness, sincerity, and honour.

(2.10) Diversity: This refers to the commitment of recognizing and appreciating the variety of characteristics that make individuals unique such as the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. In the school, diversity of the personnel such as students, teachers, administrator is the school’s priority in the different philosophy, beliefs, personality. This includes the different ways of teaching of each teacher, and the flexibility in the learning-teaching, taking in mind the difference of the students.
(3) Secondary school

Secondary school is a term used to describe an educational institution where the final stage of schooling, known as secondary education. It follows elementary or primary education.

In Thailand, a free basic education of twelve years is guaranteed by the constitution, and a minimum of nine years' school attendance is mandatory. Formal education consists of at least twelve years of basic education. Basic education is divided into six years of primary education and six years of secondary education, the latter being further divided into three years of lower- and upper-secondary levels. Secondary schools are educational institutions usually consisting of students enrolled in grades seven through twelve (ages twelve to seventeen). Children usually transfer to secondary school between the ages of 12, and finish between the ages of 14 and 17 years. Secondary schools are provided mainly by the Thai government through the Ministry of Education. The secondary school structure is divided into two key stages. The first stage is three years in secondary school is for age groups 12 to 14. The second stage is three years in secondary school is for age groups 15 to 17 and is divided into academic and vocational streams. Students who choose the academic stream usually intend to enter a university. Vocational schools offer programmes that prepare students for employment or further studies. (Ministry of Education, 2011)³

Admission to an upper secondary school is through an entrance exam. On the completion of each level, students need to pass the NET (National Educational Test) to graduate. Children are required to attend six years of elementary school and at least the first three years of secondary school. Those who graduate from the sixth year of secondary school are candidates for two decisive tests: O-NET (Ordinary National Educational Test) and A-NET (Advanced National Educational Test). (Ministry of Education, 2011)⁴

State and private secondary schools are controlled and carried out under the Ministry of Education. Secondary schools which located in the cities are called urban school whereas the other schools which located in villages and sub-districts usually called rural school.

Secondary school can be divided into three sizes as follow: (Ministry of Education, 2011)⁵
• Small (number of students lower than 500 students)
• Medium size (number of student between 500 – 1500)
• Large size (number of student more than 1,500)

1.6 RESEARCH QUESTIONS

There 11 research questions in the study as follow:

(1) What is the level of school culture of secondary schools in total score and in different components?

(2) What is the level of school effectiveness of secondary schools in total score and in different factors?

(3) Is there the significant difference between mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low?

(4) Is there the significant relationship between the school effectiveness and the school culture of secondary schools (total group of sample)?

(5) Is there the significant relationship between the school effectiveness and the school culture of large secondary schools?

(6) Is there the significant relationship between the school effectiveness and the school culture of medium secondary schools?

(7) Is there the significant relationship between the school effectiveness and the school culture of small secondary schools?

(8) Is there the significant relationship between the school effectiveness and the school culture of state secondary schools?

(9) Is there the significant relationship between the school effectiveness and the school culture of private secondary schools?

(10) Is there the significant relationship between the school effectiveness and the school culture of urban secondary schools?

(11) Is there the significant relationship between the school effectiveness and the school culture of rural secondary schools?
1.7 HYPOTHESES OF THE STUDY

There are 9 hypotheses in the study as follow:

(1) There will be no significant difference between mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low.

(2) There will be no significant relationship between the school effectiveness and the school culture of secondary schools (total group of sample).

(3) There will be no significant relationship between the school effectiveness and the school culture of large secondary schools.

(4) There will be no significant relationship between the school effectiveness and the school culture of medium secondary schools.

(5) There will be no significant relationship between the school effectiveness and the school culture of small secondary schools.

(6) There will be no significant relationship between the school effectiveness and the school culture of state secondary schools.

(7) There will be no significant relationship between the school effectiveness and the school culture of private secondary schools.

(8) There will be no significant relationship between the school effectiveness and the school culture of urban secondary schools.

(9) There will be no significant relationship between the school effectiveness and the school culture of rural secondary schools.

1.8 LIMITATION OF THE STUDY

There are four limitations in the study as follow:

(1) The present study is confined to the relationship between the school culture on the basic assumption of Sergiovanni (1988)\textsuperscript{12} and the school effectiveness on the basic assumption of Sammons, et al, (1995)\textsuperscript{13}.

(2) The study is further delimited to the data which collected in academic year 2009 - 2010.

(3) The data were collected through rating scale which consisted of five levels and constructed by the researcher.
The secondary school which proposed to be the sample of the study was in the Central part of Thailand.

1.9 IMPORTANCE OF THE STUDY

Educational quality is the key to success for a nation especially Thailand. School is the place where all activities of social development take place. This is an organization which culture is very important factors for the successful working. The culture of the school reflects the local culture in many ways (Rossman, Corbett and Firestone, 1988; Welch, 1989). It promotes a school purpose, sense of pride, sense of responsibilities, and involves everyone in enhancing the quality of school life and organizational health. (Muhammad Arshad, 2003)

Patterson, Purkey and Parker (1986) summarized the general knowledge base regarding school culture as follow:

- School culture does affect the behaviour, achievement and effectiveness of elementary and secondary school students.
- School culture does not fall from the sky; it is created and thus can be manipulated by people within the school.
- Culture can be counterproductive and an obstacle to educational success, It can also be oppressive and discriminatory for various subgroups within the school.
- School cultures are unique; it is the fundamental change and effectiveness requires understanding and, often, altering the school culture.

The researcher attempts to determine the relationship between the school culture and school effectiveness. Several studies show that the school culture is associated with the school effectiveness. Results indicate that school culture influence the school effectiveness in many aspects i.e. students’ achievement, teachers’ performance, effective teaching & learning, school climate, and home-school relationship. The effective school is one in which students’ progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students’ outcomes in comparison with other schools. By contrast, in an ineffective school students make less progress than expected. The school effectiveness is directly linked to the school culture, especially in the recent times when global reforms in education and innovation. It is needed to consider how to make the school more effective and
raise quality and standards of achievement. Educational planners and policy makers have to concentrate on the improvement of the school effectiveness using the help of the school culture. Therefore, to crease the degree of school effectiveness, it means that to increase the production of the desire results or outcome. It is clear that the school culture plays an important role as the heart of school effectiveness. The school culture should be examined for more improvement which leads to the improvement of school effectiveness.

The present study was designed to provide guideline for improving the school effectiveness which will effect from the school culture. The school administrators, teachers, government and policy makers can use the results of the present study for providing the better level of school cultures for the school effectiveness i.e.

(a) Abilities to improve the school effectiveness (quantity and quality of school’s outcomes)
(b) Abilities to maintain the school culture
(c) Stabilities to reach the goal attainment of school effectiveness

1.10 CHAPTERIZATION

The researcher has planed to divide the present study into five chapters. The first chapter on Introduction dealt with introductory aspect of the study, statement of the problem, objectives of the study, variables of the study, definition of the important terms, research questions, hypotheses of the study, limitation of the study, importance of the study, and chapterization.

The second chapter concerned to theoretical orientation and review of the past studies i.e. school effectiveness and school culture. The review of the past researches done in Thailand and the researches done in foreign countries are also shown in the present chapter.

The third chapter based on plan and procedure i.e. technique selected for the study, Research design, tools and their characteristics, development of the tools, item analysis (analysis of discrimination of the tool, analysis of the reliability of the tool, analysis of validity of the tool, administration of the tool, scoring of data, population and sample, and technique of analysis of the data.

The fourth chapter discussed about the analysis of data and interpretation the
collected data i.e. the results in tabulated form with inferences related to the school effectiveness and the school culture. This chapter was divided into three parts.

The analysis of the level of the school culture and the school effectiveness was the part one.

Part two concerned to the comparison between mean scores of the school effectiveness rated by secondary school teachers belonging to different groups of school culture.

Part three described the relationship between school effectiveness and school culture.

The last chapter gave the summary, major findings, conclusion, suggestions and recommendation for further study.

The data collected by the tool was analyzed according to the hypotheses. The 0.05 and 0.01 level of significant were considered satisfactory for the acceptance or rejection of the null hypotheses. The frequency distributions, tables were placed in the report to present the data comprehensively.
References


10. Ibid.

11. Ibid.


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