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The Management Strategies for Excellence of the Schools under the Bureau of Special Education, Office of the Basic Education Commission

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Abstract

This research aims to study the management strategies for excellence of the schools under the Bureau of Special Education, Office of the Basic Education Commission. The samples in this study were 400 out of 3,700 teachers who work within 171 schools under the Bureau of Special Education, Office of the Basic Education Commission. The tool used in the study was a 5 level likert scale questionnaire developed by the researcher. The statistical tools used for data analysis were percentage, mean, and standard deviation. The results demonstrated that the management strategies for excellence of the schools under the Bureau of Special Education, Office of the Basic Education Commission was found at the high level, with an average of 3.92 or 78.48 percent. It was found that the development of academic, professional, and survival skills for disabled and disadvantaged children and the indoctrination of the twelve values Announced by the Head of the National Council For Peace and Order (NCPO), the curriculum development and learning process development for the disabled and disadvantaged children, the development of teacher and educational personnel's competencies to serve effectively, the support for teacher and educational personnel's career path, and the development of education system for disabled and disadvantaged children emphasis decentralization and stakeholder engagement were found at the high level. However, the expansion of educational opportunities for disabilities and disadvantaged children to receive diversification of the education services thoroughly was found at a moderate level.

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1. Introduction

Currently, the world has encountered the rapid and continuous changes with a fierce competition. It is inevitable that Thailand, as a part of the global community, is affected by these changes in economic, social and political contexts (Department of Education, 2550, page 2). These changes also impact all stakeholders, including public and private sectors on economic, social, and political contexts. As a result of this external environment change, every organization needs to adjust the operation approach to achieve the strategic goals. Management for performance excellence is one of the most important management mechanisms to urge organizations to operate at the high standard level and to be recognized widely by the society. This involves directly with the role of executives by defining the corporate policy. The executives will not only have to gain the certain level of knowledge and understanding in their expertise, but also they have to get to skills and basic capabilities on creativity, foresight, determination and tolerance. This will assist the improving and restructuring process in an organization which will then lead to the success of the organization.

The strategic planning is mostly applied in the private sector. However, it begins to be employed extensively by the public sector as an operational tool. The strategic planning is a planning tool that will bring an organization to excellence in the future. The strategic planning is, therefore, implemented at the organization level. All crafted strategies are decisive for the future of the organization. This is different from the general planning which rather emphasis the problem solving (Office of the Basic Education, 2551, page 5, 8). Therefore, all related staffs required to have a certain level of competencies as well as better understandings in the strategic development process in order to develop an effective strategy.

The effective education management to accomplish the goals of the Education Act of 2542 and the 2nd Amendment Act of 2545 has yet to be successful. The result of the assessment of the education quality in Thailand by The Office for National Education Standards and Quality Assessment in 3rd external assessment in 2557 demonstrated that the quality of the student is below standard at all educational level. In the basic education level, it was found that the administration and teaching and learning management process has yet to provide a sufficient quality to the student thoroughly. In addition, there is no further implementation of the assessment results as well as the quality of the assessment system need to be improved. With the foregoing background, it is clearly shown that Thailand education system has yet to improve the student's quality according to the standard criteria. For the management problem, it was found that the centralization structure leads to the lack of a unified policy management, the lack of appropriated resource management, the lack of education standard, the lack of the effective quality assurance system, the lack of systematic policy development, and the lack of integration with other organizations. For the lack of quality in education management problem, the overall achievement of all students in basic education was found at the low level.

The curriculum for special children is the curriculum for children who need help in education differently from normal children due to physical, intellectual, emotional and social disabilities or from disadvantaged children. This includes children with special abilities. Education will encourage these children to have opportunities to learn and to be educated appropriately depend on the disability condition of the students. Education that matters is the experience of teaching a child with special needs is recruiting to teach children with special needs. The important of education management is to provide a special experiences relating to the education to the special needed children, to find the appropriated teacher, to teach children to learn properly, and to develop programs that is suitable for disabilities and special needed children so they can develop themselves as much as possible.

School, therefore, is the key to develop human for such perfection and must be utilize such policy to practice perfectly. In addition to the purposes and principles of the policy holder's rights and obligations under Article 6 of Education in Section 10-12 of the Education Act of 2542 with the administration, school administrators and teachers who have extensive experiences in education under the terms of the rapid change climate, especially in the education management that provides the effective achievement of the students which is the academic administration, schools must craft their own curriculum to suit the school context. Academic Administration is regarded as the heart of education and has to follow the educational reform plan. Therefore, there is a need to improve the human resource development processes and its related factors that contribute to the quality of education. Although the children with disabilities are currently given those chances, the lack of sufficient knowledge regarding the individual curriculum and education development plan and the utilization of such plan within the teacher is found.

Considering all the above mentioned, the researcher believe that the management strategy factor is one of the most important factors that contributed to the success of the organizational management. Therefore, it is interesting to investigate further in the management strategies for excellence of the schools under the Bureau of Special Education, Office of the Basic Education Commission.

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