



7TH INTERNATIONAL CONFERENCE

Actual Economy

SOCIAL
CHALLENGES
AND FINANCIAL
ISSUES IN XXI CENTURY



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School performance and Financial Adequacy: Evidence from Thailand

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Abstract

In any organization, financial allocation becomes the priority since the implementation of any activity or program depends on the financial resources that is received. This is because any activity that is planned requires costs or huge expenditures in purchasing the material and equipment that are needed for the implementation of those activity at the school level. High performing schools in Thailand are often provided additional funding. However, the low performing schools are just given the basic allocation that is based on number of students. Most of the children in low performing schools are from lower socio-economic status. Thus, the parents teachers association are not able to provide additional support for the school. Questionnaires were distributed to 18 public primary schools that are underachieving categorized as Band 4, 5 and 6 in 9 districts in Saraburi province, Thailand. This study aims to identify adequacy in the financial allocation for low performing schools in Saraburi. All children regardless of social class should be given equality of opportunity to obtain quality education.

Key-words School finance, Equity, Adequacy, Thailand

Introduction

In any organisation, financial allocation becomes the priority since the implementation of any activity or program depends on the financial resources that is received. This is because any activity that is planned requires costs or huge expenditures in purchasing the material and equipment that are needed for the implementation of those activity at the school level (Soaib Asimiran, 2003).

Literature review

Education Production Function is known as an input-output analysis or cost-quality studies. It examines the relationship between different inputs that is used in the education process and the result of that process (Lockheed & Hanushek, 1987). Cadwell and Spinks (1992) contend that financial resources are one of the most important resources in getting the quality of teaching and learning in education. This statement is supported by Anderson et al. (2001) which states the financial resources refer to money used to acquire other resources such as costs for human resources, physical resources cost, and time spent. Meanwhile, the cost of physical resources include the cost of getting building, maintenance of buildings, materials, equipment, books and teaching materials. In addition, it would cost the cost of the services of other programs such as training and staff development meetings.

The allocation given to high performing schools can be seen as increasing yearly. However, the low performing schools are just given the basic allocation. Thus, the amount that these schools receive is inadequate. The main issue is because the allocation is given based on number of students. Thus, these schools encounter problem with inadequacy in funding (Shahril Marzuki, 2005a, Kenayathulla, 2014). The same goes to other recurring expenditures. The expenditures are not adequate to pay the electricity bills, telephone bills, school supplies and teaching materials. (Shahril Marzuki, 2005b, Subathirah, 2000).

Methodology

The sample consists of the Senior Management Team for the selected schools. This consists of the principal, assistant principal for academics, students' affairs and co-curriculum. Questionnaires were distributed to 18 public primary schools that are underachieving categorized as Band 4, 5 and 6 in 9 districts in Saraburi. The questionnaire is divided into seven main sections such as background of students, school background, school finances, adequacy of the financial provisions, knowledge and skills of the senior management team that arise in the financial management of the school, problem and challenges in the financial management of the school.

A pilot study was carried out to test the reliability of the questionnaire. In this pilot study, the researchers chose two low performing schools in Saraburi province. To measure the internal consistency of a construct, the Cronbach Alpha is often used (Cronbach, 1941). In terms of the adequacy of financial allocations granted to schools, alpha value is 0.819 (for 28 items) and in terms of problems encountered in the financial management of the school, the Cronbach alpha is 0.810 (for 11 items). From the 360 questionnaires that were distributed to 18 low performing schools in Saraburi, about 266 questionnaires were returned, (73.89 percent) whereas 94 questionnaires were not returned (26.11 percent). Thus, the sample involved in this study are 266 respondents.

Conclusions

Most of the respondents were male teachers (40.2 percent) and 59.8 percent were female teachers. From the 266 respondents, about 16.9 percent were more than 50 years old, 20.7 percent were between 46 to 50 years old. 20.7 percent were between 46 to 50 years old. 59 percent between 36 to 45 years old and 3.4 percent were less than 35 years old. About 30.5 percent of the respondents had a degree and 69.5 percent are those teachers without a degree. About 53 percent of the respondents possess working experience of less than 1 year. 25.2 percent of the respondents have more than 9 years of working experience. The rest are between 1 to 9 years.

What are the challenges faced by low-performing schools in the state in terms of the financial management of the school?

The data obtained in this section are presented in Table 1 below.

Table 1: Frequency, percentage and mean for the problems in the financial management of low-performing schools.

No	The problems in the financial management of low-performing schools Contents	Frequency (Percentage)					Min (M)
		STS	TS	KS	S	SS	
1	Inadequate government allocation.	1 (0.4)	4 (1.5)	19 (7.1)	195 (73.3)	47 (17.7)	(4.06)
2	Total grant assistance is the same given by the government each year.		15 (5.6)	52 (19.5)	178 (66.9)	21 (7.9)	(3.77)
3	Special fees or Parents Teachers Association is the same every year.		16 (6.0)	48 (18.0)	186 (69.9)	16 (6.0)	(3.76)
4	Granting state aid based on the number of students, rather than by the needs of the school.		4 (1.5)	13 (4.9)	198 (74.4)	51 (19.2)	(4.13)
5	Granting of state aid is based on school performance or position.	3 (1.1)	19 (7.1)	29 (10.9)	156 (58.6)	59 (22.2)	(3.94)
6	Excess money from government allocations should be returned at the end of the year.	11 (4.1)	36 (13.5)	70 (26.3)	129 (48.5)	20 (7.5)	(3.42)
7	Payment problems on spending bills.	2 (0.8)	8 (3.0)	55 (20.7)	173 (65.0)	28 (10.5)	(3.82)

* mean (M) > 3.00 indicates respondents agreed
The mean value (M) < 3.00 indicates respondents disagree

The analysis shows the most important problem facing primary schools in Saraburi is financial assistance is given based on students, rather than the needs of the school with the percentage of respondents who agree is 93.6 percent (M = 4.13) (item 4). This is followed by (item 1) inadequate government allocation (87.4 percent, M = 4.06), the granting of state aid is based on the performance or ranking of schools (80.9 per cent, M = 3.94) (item 3), then (item 11) The problem of payment of bills for other expenses (75.5 percent, M = 3.82), (item 2) The amount of assistance is the same every year (74.9 percent, M = 3.77) and a special fee or commission equal PTA each year (76.0 percent, M = 3.76) (item 3). Next, the problem of excess money from the government needs to be returned at end of year (56.1 percent, M = 3.42) (item 10), Chairman of the Committee of lack of knowledge and skills in financial management of schools (35.4 per cent, M = 3.17) (item 8), and support staff lack of knowledge and skills in financial management of schools (18.0 per cent, M = 3.00) (item 9).

Findings indicate that financial allocation should be based on the needs of the school. For schools that have fewer students, the provision received is not more than 30 per cent of the total allocation for PCG subjects and non-subjects. (Financial Circular Letter No. 8, 2012). This clearly shows low-performing schools with fewer students receive less than schools with a greater number of students.

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Economic regulation in terms of the multinational entrepreneurship development

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Abstract Paper considers the mechanisms and principles of economic regulation; the typical trends of the Government's economic role elaboration, regulatory authority, sharply reducing in favor of market self-organization. The transnationalization as a factor of Government regulation mechanisms modernization was estimated and the perspectives of Government and MNC interactions development in the modern world were evaluated. The recommendations to improve Government economical regulation infrastructure and mechanisms were also presented

Key-words government economy regulation, the Government economic competences, the network of economic interactions, the social responsibility, the Government regulation innovative modernization