Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School

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Article info

Abstract

The objectives of this study were: 1) to examine social responsibility management in secondary schools, 2) to identify internal factors influencing social responsibility management in secondary schools, 3) to identify external factors influencing social responsibility management in secondary schools, and 4) to develop the evaluation criteria on social responsibility management in secondary schools.

The methodology used in this study was mixed method research including quantitative approach and qualitative approach. For the quantitative approach, there were two sample groups including 329 teachers and 391 students; both selected from the Secondary Educational Service Area Office (Nonthaburi). The multi-stage random sampling method and the stratified random sampling method were applied for the teacher group and the student group, respectively. The instruments used in the study was questionnaire in Likert scale with 5 ranks conducted by the researcher. The statistics used for data analysis were mean, standard deviation, and multiple regression analysis. For the qualitative approach, a focus group method was used to develop the evaluation criteria on social responsibility management in secondary schools and appropriateness of application was tested by the evaluators of school.

The research results were as follows: (1) The social responsibility management in secondary schools was highly found in all aspects. (2) The internal and external factors influencing social responsibility management in secondary schools were statistically significant at level .05. (3) Corporate governance, public responsibility, respect for stakeholder interest, developing of community, social and the environment and being a good citizen in society were the components that must be evaluated with 27 indicators. The rubric score for each indicator was 0-5.

Introduction

Corporate Social Responsibility (CSR) is an important part of educational reform. The concepts and practices of CSR have been adopted in many organizations and agencies worldwide as one of the main policies in terms of creating a framework for corporate responsibility for society. Most of the responsibility

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representations result from organization activities which can have a direct and indirect effect on the lives of people economically, societal and environmental. For these reasons CSR is crucial to act concretely in various forms in order to offer beneficial and sustainable development for people in all sectors. Kanchanapon (2008) indicates that today several organizations tend to focus and enhance on CSR activities. The CSR is established as part of an organization's strategic, policy, mission, objectives together with evaluation at the final stage. CSR procedures have not only changed organization strategic plans but have also dramatically been a benefit to society.

CSR has an important role for organization management both in public and private realms, so the administrators need to promote and focus on CSR activities in various forms. Additionally, International Organization for Standardization (ISO) has offered ISO 26000 Social Responsibility for companies, organizations and institutions worldwide including organizational stakeholders to create a quality human resource plan. Schools are key institution to prepare children and young adults for the future as quality human resource for the nation. The National Education Act A.E.1999 and Amendments (Second National Education Act A.D.2002 focuses on the whole development of being a human such as having public mind, and social benefit concerns, hence, school administrators should efficiently and transparently execute with targets and proper model and means. (Sornsuwan, 2014)

School is a part of society unit so school quality and function should be determined with CSR. CSR enables school to create, cultivate, and carry out school responsibilities concretely for quality of learners and educational personnel and social contribution enhancement. Consequently, school should be the main social institution to build quality education with having autonomous management on school's policy formation, vision, intention, together with problem responsiveness and requirements. Parents also have the information to decide and select a school which encourages the school to develop with effectiveness and efficiency. Secondary schools should apply CSR for many reasons as mentioned. This research is conducted for criteria development of CSR for secondary schools in order to employ with effectiveness and efficiency and increasing schools' responsibilities towards society and good overall social impact.

Objectives

1. To examine social responsibility management in secondary schools,

2. To identify internal factors influencing social responsibility management in secondary schools,

3. To identify external factors influencing social responsibility management in secondary schools, and

4. To develop the evaluation criteria on social responsibility management in secondary schools.

Research Methodology

The study of factors influencing and evaluation criteria development for social responsibility management in secondary schools employed a quantitative approach. Data collection was through questionnaires from teachers and students in Secondary Educational Service Area Office (Nonthaburi).

The population in the study included (1) 1,869 teachers in 18 schools in Secondary Educational Service Area Office (Nonthaburi), and (2) 17,469 students in 18 schools in Secondary Educational Service Area Office (Nonthaburi)

The two-sample size group were (1) teachers and (2) students in 18 schools in Secondary Educational Service Area Office (Nonthaburi) calculated by Taro Yamane 1967 formula. There are 329 teachers selected by multi-stage random sampling method and 391 students chosen by stratified random sampling method.

Instrument

The questionnaires utilized in the study consisted of two, one for the teacher group and the other for the student group. The two groups were asked about internal and external factors related to social responsibilities covering school policy, administrators' roles, teachers' roles, students' roles and opinions on social responsibility management in secondary schools in Secondary Educational Service Area Office (Nonthaburi), including good governance, public responsibilities, stakeholders' caring, community, society and environmental development, and being a good citizen in society. The questions were in Likert scale with 5 ranks.

Evaluating instrument quality

1. The quality of the two questionnaires was evaluated by content validity from 5 professionals. The index of Item-Objective Congruence (IOC) was calculated with the accepted scores range from 0.80-1.00.

2. The reliability of the two questionnaires were

tested with 30 teachers and 18 students from the Secondary Educational Service Area Office (Nonthaburi). The Cronbachs' Alpha Coefficient was used to calculate the reliability value. The Cronbachs' Alpha Coefficient were 0.965 and 0.968, respectively.

Data collection

1. Researchers prepared research assistant team to distribute and collect the questionnaires in the sampling area. The complete return questionnaires were 329 and 391 for teacher group and student group, respectively. The total respondents were 720 or 100 percent of response rate.

The statistics use for data analysis is descriptive statistics including mean and standard deviation and multiple regression analysis for statistical hypothesis test.

2. A qualitative research has been employed to develop the evaluation criteria on social responsibility management in secondary schools. The sequential research processes were:

2.1 Seek relevant information from document, article, textbook, book, and related research paper.

2.2 Analyze collected data Part 1 of the questionnaire to explore influenced factors on social responsibility management in secondary schools.

2.3 Synthesize the results of data from Item 1 and 2 to draft factors and indicators on social responsibility management in secondary schools.

2.4 Define the definition of factors and indicators and draft the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools.

2.5 Conduct focus group discussion which participants including 2 advisors, 3 professionals on social responsibility, and 3 school administrators.

2.6 Adjust factors and indicators and the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools as suggested by the professionals and then submitted to the professionals for reinvestigation.

2.7 Offer factors and indicators and the details of school operation in accordance with indicators and evaluation criteria on social responsibility management in secondary schools approved by the professionals to the advisors for investigation.

2.8 Print the complete form of evaluation criteria on social responsibility management in secondary schools.

2.9 Check the appropriateness of factors and indicators and the details of school operation with indicators and evaluation criteria on social responsibility management in secondary schools' form and trial to schools at the Secondary Educational Service Area Office (Nonthaburi).

2.10 Summarize the evaluation criteria on social responsibility management in secondary schools' form after checking the appropriateness and trial to schools at the Secondary Educational Service Area Office (Nonthaburi).

Results

The data analysis from the 329 and 391 completed return questionnaires on influence factors on social responsibility management in secondary schools from teachers and students, respectively. The respond rates were 100.00%. The presented research results were divided into 2 parts as follows:

Part 1 Factors influencing the social responsibility management in secondary school s

1.1 Respondents' demography

- In terms of teachers' status, the respondents in general were female at 69.00%, age between 20-30 years at 39.51%, educational background at bachelor's degree at 76.60%, having work experiences at least 5 years at 38.60% and job title as a temporary teacher at 27.05%

- In terms of students' status, the respondents in general were female at 71.10%, age between 16-18 years at 89.51%, and the highest level of education at Matthayom 5 at 34.53%

1.2 Social responsibility management in secondary schools

1. The overall teachers and students' opinion on social responsibility management in secondary schools on good governance was found at the high level ($\overline{X}$ = 3.59, S.D. = 0.72). The highest mean score was found on moral, ethics and code of conduct of school personnel for duty commitment and responsibility ($\overline{X}$ = 4.10, S.D. = 0.84).

2. The overall teachers and students' opinion on social responsibility management in secondary schools on public responsibility was found at the high level ($\overline{X}$ = 4.03, S.D. = 0.67). The highest mean score was found on respect for the comments and free disclosure of individual expression ($\overline{X}$ = 4.10, S.D. = 0.82).

3. The overall teachers and students' opinion on social responsibility management in secondary schools on stakeholders' caring was found at thehigh level

($\overline{X} = 3.93$, S.D. = 0.65). The highest mean score was found on respect the rights of stakeholders to set or merge groups of interest for mutual negotiation ($\overline{X} = 3.96$, S.D. = 0.79).

4. The overall teachers and students' opinion on social responsibility management in secondary schools on community, society and environmental development was found at the high level ($\overline{X} = 3.94$, S.D. = 0.70). The highest mean score was found on conserving and protecting cultural heritage of community and society ($\overline{X} = 3.98$, S.D. = 0.80).

5. The overall teachers and students' opinion on social responsibility management in secondary schools on being a good citizen in society was found at the high level ($\overline{X} = 4.08$, S.D. = 0.71). The highest mean score was found on bribe and corruption elimination, together with incentives to run transparent organization ($\overline{X} = 4.13$, S.D. = 0.84).

1.3 Internal and external factors influencing the social responsibility management in secondary schools

- Internal factors influences on the social responsibility management in secondary schools are shown on Table 1

Table 1 Internal factors influencing the social responsibility management in secondary schools

Social responsibility management in secondary school	Internal factors			
	School policy	Administrators' roles	Teachers' roles	Students' roles
Good governance	-	.114*	.191**	-
Public responsibilities	.235**	-	.286**	.287**
Stakeholders' caring	.140**	.116*	.346**	.165**
Community, society and environmental development	.172**	-	.422**	.265**
Being a good citizen in society	.195**	-	.359**	.268**

* significant at .05
** significant at .01
- no influencing

The findings in Table 1 show that internal factors on teachers' roles and students' roles had influence on social responsibility management in secondary schools in all aspects with statistical significant level at .01 while internal factors on school policy on social responsibility management in secondary schools had no influence on good governance. Additionally, internal factors on administrators' roles on social responsibility management in secondary schools had influence on good governance and stakeholders' caring with statistical significant level at .05

- External factors influencing the social responsibility management in secondary schools shown on Table 2

Table 2 External factors influencing the social responsibility management in secondary schools

Social responsibility management in secondary school	External factors		
	Roles of basic education board	Roles of parent network board	Roles of external agencies supporting on CSR
Good governance	.448**	-	.138*
Public responsibilities	.549**	-	.186**
Stakeholders' caring	.492**	-	.225**
Community, society and environmental development	.481**	.132*	.214**
Being a good citizen in society	.554**	-	.180**

* significant at .05
** significant at .01 no influence on social responsibility management in school
- no influencing

The findings in Table 2 indicate that external factors on roles of basic educational board and roles of external agencies supporting on CSR had influence on social responsibility management in secondary schools in almost all aspects with statistical significant level at .01 except for good governance aspect with statistical significant level at .05. Roles of parent network board had influence on social responsibility management in the development of community and society and environment with a statistical significant level at .05.

Part 2 Evaluation Criteria Development of Social Responsibility Management in Secondary Schools

2.1 Factors, indicators and evaluation criteria development of social responsibility management in secondary schools were synthesized from the internal and external factors influence on social responsibility management in schools. There were 5 factor components and 27 indicators. They were:

Factor 1 Good governance

Good governance means the management of a school with efficiency, transparency, accountability, responsibility, and equality to all related stakeholders.

Indicator 1.1 Policy formulation corresponded to good governance

Process Performance Indicators

1. Formulate policy, plans, activities, and projects through personnel and community participation.

2. Determine responsible persons for school

operation based on capacity and equality.

3. Establish obvious and proper school practical standards.

4. Accurately supervise and monitor school operation by related rules and regulations.

5. Evaluate school performance and make continuous improvement.

Indicator 1.2 Learning and teaching and school activities correspond to good governance

Process Performance Indicators

1. Prepare lesson plans involving rules and regulations and participation on development of school, community, society, and nation.

2. Organize student development activities to encourage students to participate in school and community volunteer topics of interest.

3. Be a good role model for students and colleagues to abide by rules and regulations of school, community, society, and country.

4. Properly assess students' learning outcomes in accordance with relevant rules and regulations.

5. Utilize student learning assessment results to improve learning management.

Indicator 1.3 Students' following on good governance policy of the school

Process Performance Indicators

1. Engage on learner development plans abiding by rules and regulations of school, community, society, and country.

2. Be a good member of family by obeying parents.

3. Be a good member of the school by following rules and regulations of the school.

4. Be a good member of society by following laws.

5. Engage on learner development assessment and utilize assessment results to develop school's learners.

Indicator 1.4 Basic Education Board support for good governance

Process Performance Indicators

1. Engage on policy formulation, plans, activities, and projects of the school with correctness, transparency, and accountability.

2. Foster and support the school on knowledge resources for good practices of public benefits.

3. Encourage and foster the schools' personnel to gain knowledge and understanding work context abiding by rules and regulations, transparency and equity.

4. Supervise and monitor the schools' action plans to attain its objectives with cost-effective resources.

5. Offer solutions, policy improvement, plans,

activities and projects for the school with correctness, transparency, fairness and accountability.

Indicator 1.5 External agencies support for good governance

Process Performance Indicators

1. Provide guidelines to build plans, projects/ activities for the school with correctness, transparency, and accountability.

2. Guide school management approach based-on participation principle with correctness and fairness.

3. Donate funds and resources for supporting plans, and projects/activities of the school.

4. Recommend how to evaluate plans, projects/ activities of the school focusing on achievement and values.

5. Suggest how to develop plans, projects/ activities of the school.

Factor 2 Public responsibilities

Public responsibilities refer to the school management that is concerned about the benefits towards the community around the school and society. School activities are not harmful to the community and society.

Indicator 2.1 Public responsibility policy by administrators

Process Performance Indicators

1. Make plans to prevent the impact of school operations on the community and society.

2. Have guidelines for responsibility action on the impact towards community and society.

3. Have guidelines on the school operations focused on the needs of the community and society.

4. Have preventive plans evaluation for school operations that impact both in a negative and positive manner to the community and society.

5. Employ evaluation results to improve preventive plans of the school operations impact on community and society.

Indicator 2.2 Providing learning, teaching and activities that promote public responsibility by teachers

Process Performance Indicators

1. Make plans to develop learners to have a public mind set and volunteer spirit for community and society.

2. Arrange learning that promote students' public mind set and spirit of volunteering to protect community and society problems.

3. Encourage student's participation in voluntary activities with community, society, and external

organizations.

4. Evaluate volunteer spirit of students on participating in activities with community, society, and external organizations.

5. Utilize evaluation results to improve learner's development plan on public mind set and volunteer spirit for community and society.

Indicator 2.3 Student participation on public responsibility manifestation

Process Performance Indicators

1. Engage learner's development plan on public mind set and voluntary spirit creation for community and society.

2. Be a good member in community and society by helping to alleviate problems

3. Participate in voluntary spirit activities to aid community, society and external agencies.

4. Participate in voluntary spirit activities evaluation with community, society, and external agencies.

5. Participate in utilizing of evaluation results to adjust learners' individual plan for having public mind set and voluntary spirit for community and society.

Indicator 2.4 Basic education board support on public responsibility activities

Process Performance Indicators

1. Make plans to prevent impacts of school operations on community and society.

2. Provide measures to prevent impacts of school operations on community and society.

3. Encourage and support school personnel to know and understand impacts of school operations on community and society.

4. Supervise and monitor impacts of school operations on community and society.

5. Suggest solutions to improve and protect impacts of school operations on community and society.

Indicator 2.5 External agencies support on public responsibility activities

Process Performance Indicators

1. Offer plans to prevent impacts of school operations on community and society.

2. Advise measures to prevent impacts of school operations on community and society.

3. Suggest the school to be a learning resource for preventing impacts of school operations on community and society.

4. Recommend how to evaluate school operations on preventing impacts of school operations on community and society.

5. Suggest how to develop measurement plans to prevent impacts of school operations on community and society.

Factor 3 Stakeholders' caring

Stakeholders' caring refers to school management in the interest of caring, having benefit share with person or related group of people on school operations and activities.

Indicator 3.1 School policy on stakeholders' caring

Process Performance Indicators

1. Manifest school operation policy concerning the stakeholders' advantages.

2. Offer stakeholders opportunities to participate on school operation policy formulation.

3. Have occupational health and safety policy in the school.

4. Supervise and monitor policy implementation for school stakeholders' benefits.

5. Evaluate and improve policy based on stakeholders' needs.

Indicator 3.2 School administrators' managing that reflects on stakeholders' caring

Process Performance Indicators

1. Set up plans, activities, and projects for developing potentiality of school personnel, students, and community.

2. Create occupational health and safety measures in the school.

3. Provide good practices to teachers, personnel, students and relevant stakeholders.

4. Supervise and monitor work performance.

5. Use performance appraisal to improve action plans.

Indicator 3.3 Teachers' teaching and activities that reflects on stakeholders' caring

Process Performance Indicators

1. Create learning management plans that focus on learners which also corresponds to the schools' policy and local needs.

2. Organize learning activities to give students opportunity to freely express their ideas and abilities.

3. Provide opportunities to students' parents and community to take part in learning activities and student development activities.

4. Appraise students' learning in various and authentic assessments.

5. Use students' learning appraisal to continuously develop students' learning management.

Indicator 3.4 Students' behavior reflecting on stakeholders' caring

Process Performance Indicators

1. Be a good member of family by obeying parents.

2. Obey teachers' instructions and properly assist them.

3. Be a good member of the school with intention of studying.

4. Be a good member of the community by maintaining public property.

5. Be a good member of society by following laws.

Indicator 3.5 Basic school board joining activities that reflects on stakeholders' caring

Process Performance Indicators

1. Set up school policy for administration department to manage the school on the basis of stakeholders' benefits.

2. Create school policy about teacher and personnel welfare including occupational health and safety in the school.

3. Establish a school policy on quality of education management based on the needs of community, local, and country.

4. Supervise and monitor performance appraisal based on the school policy.

5. Recommend that the school employs performance appraisal to improve school management.

Indicator 3.6 External agencies joining activities that reflects on stakeholders' caring

Process Performance Indicators

1. Support school administration department to manage the school on the basis of stakeholders' benefits.

2. Provide teacher and personnel welfare including occupational health and safety in school.

3. Donate funds and resources for supporting school operations.

4. Jointly evaluate school operations on the basis of stakeholders' benefits.

5. Guide how to evaluate and improve school operations on the basis of stakeholders' benefits.

Factor 4 Community, society and environmental development

Community, society and environmental development means the management of the school that focuses on activities for sustainable development by the participation of school personnel, community and society.

Indicator 4.1 School policy on community, society and environmental development

Process Performance Indicators

1. Have policies, projects/activities that emphasis on community, society and environmental development.

2. Provide practice guidelines based on community, society and environmental development policy.

3. Have a person responsible for implementing community, society and environmental development policy.

4. Measure the schools' development policy performance on community, society and the environment.

5. Use evaluation results for continuous improvement.

Indicator 4.2 Teacher creating innovative learning for promoting community, society and environmental development

Process Performance Indicators

1. Create a learning management plan that recognizes the importance of development in community, society, and the environment.

2. Organize learning activities to support development in community, society, natural resource conservation, and the environment.

3. Conduct research on learning management of development in community, society, and the environment.

4. Develop innovation on learning management for the development in community, society, and the environment.

5. Evaluate the use of innovation and improve for better efficiency.

Indicator 4.3 Students joining the development activities in community, society, and the environment

Process Performance Indicators

1. Co-create practical guidelines for development in community, society, and the environment.

2. Directly and indirectly co-reduce pollution in community and society.

3. Co-preserve and protect cultural heritage of community and society.

4. Be a good member of community by maintaining public property and the environment.

5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.4 Basic education board joining the development activities in community, society, and the environment

Process Performance Indicators

1. Create practical guidelines for development in

community, society, and the environment with the school.

2. Support school budget for organizing development activities in community, society, and the environment.

3. Encourage and foster school personnel to gain knowledge and understanding about the development in community, society, and the environment.

4. Supervise and monitor development activities in community, society, and the environment.

5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.5 Parents network board joining the development activities in community, society, and the environment

Process Performance Indicators

1. Propose practical guidelines on development activities in community, society, and the environment.

2. Donate funds and resources for supporting development activities in community, society, and the environment.

3. Advise to add development in community, society, and the environment in learning management.

4. Supervise and monitor development activities in community, society, and the environment.

5. Give recommendations to improve development activities in community, society, and the environment.

Indicator 4.6 External agencies support on CSR joining the development activities in community, society, and the environment

Process Performance Indicators

1. Co-create practical guidelines for development in community, society, and the environment.

2. Donate funds and resources for supporting development activities in community, society, and the environment.

3. Share learning with the school for development in community, society, and the environment.

4. Advise to add development in community, society, and the environment in learning management.

5. Give recommendations to improve development activities in community, society, and the environment.

Factor 5 Being a good citizen in society

To be a good citizen in society means the management of school and school activities follow rules and regulations, norms/traditions of society, and no violation on rights and freedom of person, other organizations and having morals as practical guidelines to operate school functions.

Indicator 5.1 Build school personnel to be a good citizen in society

Process Performance Indicators

1. Have a development plan for school administrator, teacher and students to be a good citizen in society.

2. Provide projects/activities that reflect on being a good citizen in society.

3. Make transparent relations and no bribes with public and private sector, and local people.

4. Commit to work with honesty and transparency in all situations.

5. Monitor and supervise and assess school administrator, teacher and students.

Indicator 5.2 Teachers promoting learning and student activities to be a good citizen in society

Process Performance Indicators

1. Set up learning management plans and implementing students as a good citizen in society.

2. Organize projects/activities to promote students to be a good citizen in society.

3. Encourage students to know, understand and recognize on good citizenship in society.

4. Conduct research for creating innovation/new knowledge to foster student to be a good citizen in society.

5. Evaluate, improve and build innovation.

Indicator 5.3 Student development as a good citizen in society

Process Performance Indicators

1. Take part in projects/activities for systematic self-development.

2. Maintain traditions of society and no violation of rights and freedom.

3. Participate in voluntary activities both internal and external in the school.

4. Commit and recognize to be a good member of society.

5. Improve and develop themselves to be good citizen in society.

Indicator 5.4 Basic education board joins theschool personnel development as good citizens in society

Process Performance Indicators

1. Establish school policy on development of school personnel to be a good citizen in society.

2. Promote and support development activities for school personnel and students to be a good citizen in society.

3. Promote and support school personnel and students to know and understand how to conduct t

themselves o be a good citizen in society.

4. Monitor and supervise school personnel development as a good citizen in society.

5. Give recommendations to improve school personnel development activities as a good citizen in society.

Indicator 5.5 External agencies support on CSR joining on school personnel development as a good citizen in society

Process Performance Indicators

1. Collaborate with the school to set school personnel development plan about being a good citizen in society.

2. Support school budget for organizing development activities for school personnel and students to be a good citizen in society.

3. Promote and support school personnel and students to know and understand how to conduct themselves to be a good citizen in society.

4. Monitor and supervise school personnel development as good citizens in society.

5. Give recommendations to improve the school personnel development activities as good citizens in society.

Evaluation Criteria Social Responsibility Management in Each Indicator

0 score	1 score	2 scores	3 scores	4 scores	5 scores
No action	Having action on item 1	Having action on item 1 and 2	Having action on item 1, 2, and 3	Having action on item 1, 2, 3, and 4	Having action on all items

The examination of the evaluation criteria for the social responsibility management in secondary schools conducted by focus group discussion was to consider factors and indicators and evaluation criteria for social responsibility management in secondary schools. The focus group attendees were 2 advisors, 3 professionals on social responsibility, and 3 school administrators. The suggestions from the attendees in the focus group were employed for adjusting factors and indicators and the revised version was re-submitted to the professionals for approval. The evaluation criteria on social responsibility management in secondary school form and evaluation on social responsibility management in secondary school form were constructed and assessed by 3 assessors from 3 schools including 1) Triamudomsuksapattanakarn Nonthaburi School, 2) Rattanathibate School, and 3) Potinimitwittayakom School. The appropriateness of

factors and indicators and the details of school operations with indicators and evaluation criteria on social responsibility management in secondary schools was found between good and excellent level in all 3 schools.

1. The opinion on social responsibility management in secondary school under Secondary Educational Service Area Office (Nonthaburi) was found to be overall very high. Being a good citizen in society had the highest mean scores while public responsibilities, community, society and environmental development, stakeholders' caring, and good governance had lower mean scores, respectively.

2. The data analysis on internal factors that influence the social responsibility management in secondary schools were found as follows:

2.1 The roles of administrators, teachers, and students on social responsibility management had influence on good governance on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.2 The school policy, teachers' roles and students' roles on social responsibility management had influence on public responsibilities on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.3 The school policy, administrators' roles, teachers' roles, and students' roles on social responsibility management had influence on stakeholders' caring on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.4 The school policy, teachers' roles, and students' roles on social responsibility management had influence on community, society and environmental development on social responsibility management in secondary schools with a statistical significant level at 0.05,

2.5 The school policy, teachers' roles, and students' roles on social responsibility management had influence on being a good citizen in society on social responsibility management in secondary schools with a statistical significant level at 0.05.

3. The data analysis on external factors influence on social responsibility management in secondary schools were found as follows:

3.1 The roles of basic education board and external agencies support on CSR had influence on good governance on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.2 The roles of basic education board and external agencies support on CSR had influence on public responsibilities on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.3 The roles of basic education board and external agencies support on CSR had influence on stakeholders' caring on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.4 The roles of basic education board, parents network board, and external agencies support on CSR had influence on community, society and environmental development on social responsibility management in secondary schools with a statistical significant level at 0.05,

3.5 The roles of basic education board and external agencies support on CSR had influence on being a good citizen in society on social responsibility management in secondary schools with a statistical significant level at 0.05.

4. The evaluation criteria of social responsibility management in secondary schools had 5 factors and 27 indicators. Each indicator had score ranging from 0-5. All of the indicators and evaluation criteria for social responsibility management in secondary schools were appropriate to utilize in secondary schools.

Discussion

1. Social responsibility management in secondary school

The opinion on social responsibility management in secondary schools under Secondary Educational Service Area Office (Nonthaburi) was found to be overall. Being a good citizen in society had the highest mean scores while public responsibilities, community, society and environmental development, stakeholders' caring, and good governance had lower mean scores, respectively. Being a good citizen in society had the highest mean scores because the educational policy including formal education, informal education, and non-formal education has cultivated everyone to be a good citizen concerned with other benefits or country more than individual benefits so this is a basic element to strengthen Thailand. Additionally, second decade of education reform sub-committee (Kor-Nor-Por) has circulated "Education development

strategy for creating citizenship B.E. 2010-2018" focusing on developing Thai people in the new era to have self-energy and self-recognition to change society in peace and stability abiding by rules, and equality and brotherhood. The 4 components of educational development strategy are: 1) citizenship education for children and young adults, 2) citizenship education for adults, family and community (Office of the Education Council, 2015) so that all schools stress the development on citizenship education.

For the public responsibilities, community, society and environmental development, all sectors have crucially taken in action because it is a large social issue; but the good governance has the lowest mean score although it is an important principle of organization management. The findings corresponded with Koolkrong (2010) in that social responsibility of basic school administrators under the Secondary Educational Service Area Office 2 (Nakhonpathom) was found at the overall high level. When considered by aspect, the social responsibility of schools on community and society development was found at highest level and the rest were found at high level from high to low mean score, namely, environment, labor practice, consumers' care, human rights concerning, good governance reporting on society and the environment.

The overall teachers and students' opinion on social responsibility management in secondary schools on good governance was found at the high level. Public governance means the systematic establishment of principle, regulation, and mechanism for good and proper monitoring together with organization structure, system management, work standardized process and procedure on public management, public responsibility that is related to key persons on new public management for social stability, sustainable development, valuable and reliable mechanism, and social recognition. The principle of public governance includes social democracy that respects the rights and equity, public administration for people happiness, participation on public management, providing quality and valued public service, equality and non-discrimination to people, accountability for public decision and to be professional, integrity and fairness, focusing on sustainable development, providing public service in all areas, doing the right things, effectiveness and efficiency on public management, transparency, and public information disclosure (Navakul, 2010), corresponding with Phonphotthanamat (2014) who studied *good governance in public organizations: case*

studies of schools under the Office of the Basic Education Commission, Ministry of Education and found that there were 8 components of good governance for school administration, namely, rule of law, ethics, transparency, participation, accountability, efficiency/value for money, responsiveness, and stability of fair salary and welfare.

The overall teachers and students' opinion on social responsibility management in secondary schools on public responsibility was found at the high level. Schools should be scrupulous on the negative and positive impacts and outcomes of operating public responsibility to community and society because they can offer change to social issues. Schools should be responsible for operational objectives and social interest. This finding is consistent with Bowen (1953) that "behavior and business procedure must follow social guidelines", and Wood (1991) noting that "business must be responsible for public area impact in width and surrounding". In other words, it means that a business must be responsible for business process on the public.

The overall teachers and students' opinion on social responsibility management in secondary schools on stakeholders' caring was found at the high level. Stakeholder refers to a person who is involved or has a role in any operations of any organizations and they may gain or loss on mutual interest. Everyone should contribute to develop a plan, control, and coordinate organization operations so as to attain the objective determination. The stakeholder in education management context can be referred to school administrator, teacher, student, parents, and local community (Sanum, 2005). The participation of stakeholder and stakeholder's satisfaction are main variables to run social responsibility because they express caring among stakeholders rather than only use of budget for organizing activities. Stakeholder's satisfaction results from corporate social responsibility through doing activities with each group of stakeholders (Songsiri, 2015).

The overall teachers and students' opinion on social responsibility management in secondary schools on community, society and environmental development was found at the high level. Building a strong sense of community and society and creating a sustainable development are quite significant to drive school operations so schools should organize social activities and/or participate on promotion community and society strengths that have undesirable impacts. School projects should express to be a good citizen in community along with discovering methods to reduce or inhibit negative

impacts on community and society due to the school operations. Additionally, water pollution, air pollution, hazardous wastes and others are causes of global warming impact on human and ecosystem. Consequently, it is a schools' responsibility to improve human quality of life by handling environmental problems. Everyone in school should be responsible for maintaining the environment. This finding corresponds with Chalangsut (2015) who conducted research on development of environmental and community involvement and development indicators according to corporate social responsibility standard in Thai industrial sector. Phanida Chalangsut (2015) found that the exploratory factor analysis on environment has 4 components 20 indicators, including 1) 7 indicators on pollution prevention, 2) 5 indicators on reviving natural resources, 3) 4 indicators on mitigating and adjusting on climate change, 4) 4 indicators on sustainable use of resources. For the community involvement and development has 3 components 15 indicators, including 1) 7 indicators on creating income and technology development, 2) 4 indicators on community involvement and education, and 3) 4 indicators on health promotion and employment

The overall teachers and students' opinion on social responsibility management in secondary schools on being a good citizen in society was found at the high level. The concept of corporate citizenship theory is based on political ideas. The theory views that the corporate social responsibility by leaders' sacrifice or donating to society shows the corporations' duty as a good citizen, called corporate citizen. Hence, the ideas of CSR on this viewpoint aims to increase the quality of people's lives or better community (Chowathanakun, 2014). Though the operations of secondary schools is for non-profit mission, its operations should not violate on human rights and peoples' freedom and should have morality for managing the school operations.

2. Factors influencing on social responsibility management in secondary schools

The research results found that teacher's roles and students' roles on social responsibility management together with roles of basic education board and roles of external agencies support on CSR had influence on social responsibility management in secondary schools in 5 aspects, namely, good governance, public responsibilities, stakeholders' caring, community, society and environmental development, and being a good citizen in society. Furthermore, it disclosed that administrators' roles had influence on social responsibility management in

secondary schools in good governance and stakeholders' caring while roles of parents network board had influence on community, society and environmental development. These findings are consistent with koestoer (2007) who indicated that top administrators and administrators' values had an effect on organization performance and strategy and the responsiveness of social responsibility is associated with social responsibility on crucial assessment in economic, law, ethics, and donation. Without top level manager support, it is difficult for lower level managers to run social responsibility with colleagues. Clarkson (1995) describes that internal stakeholders refer to shareholder, investor, employee, customer, supplier, ruler, and community while external stakeholders refer to media, any special interest groups. The findings also agree with the Ministry of Education (2551) indicating that developing social responsibility management in secondary schools is important and crucial because nowadays education management focuses on school-based management and relevant stakeholders' involvement.

3. Evaluation criteria of social responsibility management in secondary schools

3.1 The evaluation criteria and indicators in this study were synthesized from the internal and external factors influence on social responsibility management in secondary schools used for decision on quality assessment of attainment or appropriateness of resources and school operations or performance together with the judging of values of any matters that determines obtaining the qualifications as required. o (Harvey, 2004; Prommapun, 2008; Kanjanawasee, 2011). The definition of indicators in this study corresponds with the definition given by Kanjanawasee (2011) - the indicator is an observed value of a variable which identifies or reflects the status of the operation or performance – and Johnstone (1981), the indicator is a quantity or quality of attention measurable data in a given time so as to elucidate or indicate interesting situations that may be changed in the future.

3.2 The rating scale for each indicator ranges from 0 to 5 in this study which corresponds with the evaluation criteria on the internal quality assurance standards for higher education institutions in Thailand developed by the Office of the Higher Education Commission (2014). The components of the assessment are divided into 3 elements, namely, indicator, standard and evaluation criteria. For the evaluation criteria in each indicator of educational quality assurance, the scores will

be determined based on the number of criteria used.

3.3 The investigation on the actual implementation of the evaluation criteria of social responsibility management in secondary schools found that the appropriateness of process performance indicators and evaluation criteria of social responsibility management in secondary schools are at high and highest level. It indicates that the development of process performance indicators in each component on social responsibility and the evaluation criteria of social responsibility management in secondary schools are able to assess the social responsibility management in secondary schools corresponding with Kanjanawasee (2011) who noted that the person who is responsible for the selection of the criteria evaluation performance model should crucially consider from the evaluation objectives, context, and evaluation time. For example, each evaluation project has different procedures so it is suitable to apply absolute practical standards in such project while the assessment at the stage of the post-project review should use relative criteria to determine the project's standard compared to other projects.

Suggestions

1. Recommendations for social responsibility management evaluation in secondary schools are as follows:

1.1 To establish social responsibility policy both in educational service area level and school level.

1.2 To have school social responsibility committee both in educational service area level and school level.

1.3 To integrate teacher, student, basic education board, and external agencies to promote the operations of social responsibility management in secondary school's participation.

1.4 To have a criteria trial and after use evaluation for adjustment under the schools' context and social situation changes.

2. Further research recommendations

2.1 Further research is needed on development model of school management participation in social responsibility for school management benefits and responsive to social needs.

2.2 The employment of the evaluation criteria of social responsibility management in this study with secondary schools in Nonthaburi Province in order to set a standard criteria of social responsibility management

in secondary schools in Nonthaburi Province.

2.3 It is recommended to conduct research on factors influencing and evaluation criteria of social responsibility management in secondary schools in other the Secondary Educational Service Area Offices so as to compare the similarity and dissimilarity in different provincial context and to create a standard criteria of social responsibility management for school districts, regions and nation.

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