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**AN ANALYSIS OF FACTORS AFFECTING THE  
IMPLEMENTATION SUCCESS: A CASE OF POLICY  
ON LEARNING REFORM THROUGH  
SCHOOL-BASED MANAGEMENT**

**By**

**Surang Weerakitpanich**

**A Dissertation Submitted in Partial Fulfillment of the  
Requirements for The Degree of Doctor of Philosophy**

**(Development Administration)**

**School of Public Administration**

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## **ABSTRACT**

**Title of Dissertation :** An Analysis of Factors Affecting the Implementation Success:  
A Case of Policy on Learning Reform Through School-Based  
Management

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This study has as its objective to determine the factors at the school level affecting successful policy implementation on learning reform through school-based management as stipulated in the National Education Act, 1999. Implementation success is the actual outcomes of the students as identified by their academic achievement and their desirable characteristics, and teachers' job satisfaction.

From the related literature review, a research conceptual model was designed and four hypotheses were proposed: (1) Students' academic achievement, students' desirable characteristics and teachers' job satisfaction are more likely to be directly affected by the teaching and learning reform processes and school-based management, and indirectly affected by school-based management through the teaching and learning reform processes; (2) Teaching and learning reform processes are more likely to be directly affected by school-based management and the implementers' disposition towards the policy, and indirectly affected by the implementers' disposition towards the policy through school-based management; (3) School-based management is more likely to be directly affected by the implementers' disposition towards the policy; and (4) Implementers' disposition towards the policy is more likely to be directly affected by school capacity, implementers' capabilities and school council quality.

In this non-experimental survey research, the school is a unit of analysis and questionnaires were used to solicit information for school administrators and teachers as well as school council members. The school questionnaire was also employed to

collect general data. The sample size was 158 schools under three jurisdictions nationwide, 401 school administrators, 1,158 teachers and 1,106 council members. The data were reported through descriptive statistics for general characteristics of the samples. Multiple regression and path analysis were employed to determine the causal effect between the independent factors and dependent factors.

Based on the findings, the following factors had impacts upon successful implementation: (1) Students' desirable characteristics and teachers' job satisfaction were positively and directly influenced by the learning reform processes, teachers' participation in school activities, and school administrative leadership style. At the same time, teachers' participation in school activities and school administrative leadership style indirectly affect students' desirable characteristics and teachers' job satisfaction through the learning reform processes; (2) The implementation of learning reform processes was positively and directly affected by teachers' participation in school activities, school administrative leadership style, and teachers' positive disposition towards the policy. At the same time, teachers' disposition indirectly affect learning reform processes through teachers' participation in school activities, while teachers' perception of past successful experiences of school indirectly affect learning reform processes through leadership style; (3) Teachers' participation in school activities was positively and directly affected by teachers' positive disposition towards the policy; (4) School administrative leadership style was positively and directly affected by teachers' perception of past successful experiences of school implementation; (5) The variables which affected teachers' disposition towards the policy were school size, school recognition, availability of proper teaching and learning supplies, external support, presence of Model teachers or Model administrators in school, selection method of administratorship, teachers' training opportunities, teachers' professional qualification, school support for teachers' work, and having agenda for school council's meeting.

The policy recommendations from the empirical findings emphasized more concern about structural, managerial, behavioral and political aspects in schools to enhance more successful policy implementation on learning reform through school-based management, as well as the direction for future policy research.

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Surang Weerakitpanich

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