

Organizational Climate Affecting School Administrator's Change Management at Nakornpathom Private School^{*}

บรรยายการศึกษาองค์การที่ส่งผลต่อการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชน จังหวัดนครปฐม

กมลมาลัย ไชยศิริธัญญา (Kamolmal Chaisirithanya)^{**}

Abstract

The objectives of this research were to study 1) organizational climate at Nakornpathom Private School, 2) school administrator's change management at Nakornpathom Private School, and 3) organizational climate affecting school administrator's change management at Nakornpathom Private School. The samples were 32 Nakornpathom Private Schools. The respondents of each school were two of those who were licensee or manager or school administrator or deputy school administrator, two head department teachers, and two teachers, in total of 192 respondents. The research instrument was a five-level rating scale questionnaire. The descriptive statistics used for data analysis were frequency, percentage, mean, and standard deviation, as well as the inferential statistics was Stepwise Multiple Regression Analysis.

The research findings revealed as follows:

1. The organizational climate at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; cohesiveness, caring, school renewal, high morale, opportunities for input, continuous academic and social growth, respect, and trust respectively.

2. The school administrator's change management at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; institutionalizing new approaches in the future, consolidating gains and producing even more change, creating short-term wins, communicating the change vision, empowering others to act, establishing a greater

^{*} To publish the academic work of University Lecturer.

^{**} Lecturer at Faculty of Education, Bangkokthonburi University, Tel. 081-8615876 Email :

kamol1456@gmail.com

sense of urgency, creating the guiding coalition, and developing a vision and strategy respectively

3. The organizational climate totally affected school administrator's change management at Nakornpathom Private School at 0.05 level of statistical significance which could predict school administrator's change management at 71.40 percent.

Keywords: organizational climate / change management

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ดังนี้ 1) เพื่อศึกษาบรรยายการองค์การของโรงเรียนเอกชนจังหวัดนครปฐม 2) เพื่อศึกษาการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนจังหวัดนครปฐม และ 3) เพื่อศึกษาบรรยายการองค์การที่ส่งผลต่อการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนจังหวัดนครปฐม กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้คือ โรงเรียนเอกชนจังหวัดนครปฐม จำนวน 32 โรงเรียน ผู้ให้ข้อมูลโรงเรียนละ 6 คน ประกอบด้วย ผู้รับใบอนุญาต/ผู้จัดการ/ผู้อำนวยการโรงเรียน/รองผู้อำนวยการโรงเรียนจำนวน 2 คน หัวหน้ากลุ่มสารการเรียนรู้ จำนวน 2 คน และครุภัณฑ์ จำนวน 2 คน รวมทั้งสิ้น 192 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้คือแบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ การวิเคราะห์ข้อมูลเพื่ออธิบายลักษณะของตัวแปรใช้สถิติพื้นฐานได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และใช้ข้อมูลสถิติเพื่อประมาณค่าพารามิเตอร์ด้วยการวิเคราะห์การถดถอยพหุคุณแบบขั้นตอน

ผลการวิจัยพบว่า

1. บรรยายองค์การของโรงเรียนเอกชนจังหวัดนครปฐมโดยรวมและรายด้านอยู่ในระดับมากเรียงลำดับค่าเฉลี่ยจากมากไปหาน้อยเป็นรายด้านดังนี้ ด้านความเป็นอันหนึ่งอันเดียวกัน ด้านความเอื้ออาทรต่อ กัน ด้านการปรับปรุงโรงเรียน ด้านการมีขวัญกำลังใจสูง ด้านโอกาสในการมีส่วนร่วม ด้านความเติบโตทาง วิชาการและสังคมอย่างต่อเนื่อง ด้านความเคารพนับถือ และด้านความไว้วางใจตามลำดับ

2. การบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนจังหวัดนครปฐมโดยรวมและรายด้านอยู่ในระดับมาก เรียงลำดับค่าเฉลี่ยจากมากไปหาน้อยเป็นรายด้านดังนี้ ด้านการปลูกฝัง การหล่อหลอม และการสร้างความยั่งยืนในการเปลี่ยนแปลง ด้านการผนึกกำลังและการขยายผลการเปลี่ยนแปลง ด้านการสร้างชัยชนะ ระยะสั้น ด้านการสื่อสารวิสัยทัศน์การเปลี่ยนแปลง ด้านการกระจายอำนาจและการให้อำนาจการเปลี่ยนแปลง ด้านการสร้างความตระหนักรู้และการยอมรับการเปลี่ยนแปลง ด้านการสร้างแนวร่วมการเปลี่ยนแปลง และด้านการพัฒนาวิสัยทัศน์และกลยุทธ์การเปลี่ยนแปลงตามลำดับ

3. บรรยายองค์การโดยรวมส่งผลต่อการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนจังหวัดนครปฐมโดยรวมและรายด้านอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยสามารถร่วมกันทำนายอิทธิพลการส่งผลการบริหารการเปลี่ยนแปลงของผู้บริหารโรงเรียนเอกชนจังหวัดนครปฐมในภาพรวมได้ร้อยละ 71.4

คำสำคัญ : บรรยายองค์การ/ การบริหารการเปลี่ยนแปลง

Introduction

The Private School Act B.C. 2007 (Amended Volume 2) B.C. 2011 has been enacted to define the principles of administration in private schools as a juristic person and under the panel of the Executive Committee to administer private schools to be independent under supervision, and evaluation on quality and standards of education as the same criteria with public schools. In addition, for the reason of private sector's participation in educational administration with the financial support from government and other fringe benefit supports as well as academic support to private schools. (Government Gazette, 2008: 48) Consequently, the educational development direction of private schools must be consistent with the National Education Plan B.C. 2017-2033, which sets the framework for all Thais to have a lifelong education and learning, happy living in line with the philosophy of sufficiency economy and global change in 21st century under 6 strategies; 1) education for the security of society and the nation, 2) the production and development of manpower, research and innovation to create the competitiveness of the country, 3) developing the potential of all ages, 4) making equal opportunities and equality in education, 5) education for enabling environmentally friendly quality of life, and 6) improving efficiency of educational administration system. (Office of the Education Council, 2017 : 17). Eventually, the educational administration in both the public and private sectors are obliged to follow the guidelines of policy focus by the Minister of Education for implementation of operating plans/projects in line with the national education as follows : 1) education for the security of society and the nation dimension; to develop curriculum, pedagogical approach, and administration, 2) the production and development of manpower, research and innovation to create the competitiveness of the country dimension; to produce research and develop manpower capacity in line with national development, 3) developing the potential of all ages dimension; to develop curriculum, pedagogical approach., measurement and evaluation, and to produce and develop teachers and educational personnel., 4) making equal opportunities and equality in education; to make opportunities and equality by enhancing the quality of schools that require special help and urgent development as top priority, 5) education for enabling environmentally friendly quality of life; to develop curriculum and pedagogical approach, 6) improving efficiency of educational administration system; to develop educational law and improve human resource management system. (Ministry of Education, 2017 : 2-6). Therefore, in order for the private educational administration to have the appropriate development goals and strategies to cope with such current situations, it will lead to the drafting of the Private Education Development Plan B.C. 2017 - 2021, which sets the vision as "Private Education is of quality on international standard." and consists of 7 strategies as follows; 1) development of curriculum and pedagogical approach, measurement and evaluation, 2) reform of resource system for private education, 3) enhancement of educational administration in private school, 4) strengthening

participation of private education, 5) promotion of non-formal education for learning .society, 6) the development of private education in the southern border provinces, and 7) the enhancement of educational administration in the Office of the Private Education Commission (Office of the Private Education Commission, 2017 : 25)

As the statement of problem on the private educational administration, there are number of problems that are not conducive to the development strategy as follows; 1) The issue of private school subsidies: It is not linked to the development of educational quality. Network of private school administrators Bangkok appealed the Ministry of Education to increase the subsidy for private school students because of the problems faced by small private schools over the past 20 years for which the school has shut down about 200 of the 800 schools. (Ministry of Education, 2017 : online), 2) The issue of brain drain of private teachers: In the case where the government has given the opportunity for people without teacher professional license to be able to register as a teacher, it affects the private schools for the brain drain of private teachers to public schools. While most private teachers do not have a teacher professional license, the school as a caretaker must support them to further study Graduate Diploma until getting a teacher professional license. When the public school opens the test for position of the permanent teacher, private teachers who want to apply for a teacher license will then resign. As a consequence, the private schools suffer from such problems which has been a cycle around for 20-30 years without practical solution. (Pattharoj Kamonrojsiri and Chatree Kamonrojsiri, 2017 : online), 3) The loss problem of private schools : It was found that many private schools fall in the risk to shut down. As private schools with fewer than 200 students are considered small schools, in the total of 913 schools nationwide, during the year of 2015 – 2016, they seem in the risk or unlikely to continue. (Kridchai Aroonrat, 2017 : Online) The issue corresponds to the opinion of President of Private Education Network Bangkok who revealed the view that presently small private schools are facing economic problems since the teacher salary adjustment in 2011 in accordance with the Bachelor Degree's salary policy of 15,000 Baht. Moreover, they must compete with famous government schools, large-sized private schools, and international schools. (Jinda Tuntrajin, 2017 : online), 4) Competitive issues in education business. : At the height of the international school business, it has been reported that over the past 10 years there has been an increase in the number of international school permits, especially in the upcountry, which was growing in a leap. It was analyzed that why international schools were increasingly popular, it was revealed that because parents spend less than sending their children to study abroad. However, they have studied in English courses from native speakers and the host country. Furthermore, if they prefer to study abroad, the class or grade level can be immediately compared without language testing. (Ministry of Education, 2017 : online), and 5) The problem of upgrading the quality of private educational administration : Private education and private education

providers are a very important force in the country, so the government should promote and support the best by allowing these people be an important force in sharing education and educational promotion. In order to encourage more quality of education, many private educational institutes which have good practices and should be taken as a model, should share their experience and success with the public sectors to enable educational reform. (Office of the Minister, 2013 : online) Although the private educational administration in nowadays is of a higher standard than that of public sector education. Based on the results of the National Basic Education Test (O-NET), the number of schools awarded the Gold Medal in the academic year 2014 were from 5 private schools which won 5 gold medals. Increasingly in the academic year 2015, 27 private schools have won gold medals. And what is more delightful is that in the academic year 2015, private schools at secondary level 3 have won gold medals, which never appeared before. (Ministry of Education, 2017 : online)

As the above mentioned statement of problem, it was evident that driving a national education plan into action at school and ultimately into the classroom, it was necessary to build understanding and awareness on the importance of conceptual frameworks and development directions in order to lead practitioners to a paradigm shift in the educational administration by the government to be educational administration by all sectors in the society. Moreover, private schools should be ready and able to change direction in the current context. Researcher thought that the creation of a school climate for effective and efficient change management was a fundamental preparation for the country's development at this time. The Researcher was interested in studying the organizational climate of Nakornpathom private schools where are located in the metropolitan area and have been affected by the problem of educational administration as aforementioned, by studying theories of organizational climate of Fox et al. (Fox et al, 1973: 7-9), and change management of Nakornpathom private schools by studying theories of change management of Kotter (Kotter, 1996: 21). In conclusion, the researcher investigated the organizational climate affecting the change management of Nakornpathom private school in order to bring the research results into the theoretical and practical application in the field of private educational administration and the development of effective Nakornpathom private schools according to the vision of (draft) the Private Education Development Plan 2017 – 2021 that the private education is of quality at international standard as well as to achieve the policy focus of the Ministry of Education, the national education plan, and in line with national development at all dimensions.

Material and Methods

This research was regarded as a causal research and designed as the one shot, non-experimental case study by studying related theories and researches and examining the level of opinion from the sample. The research was divided into 3 steps with the following procedures and methods:-

Step 1 : To study the organizational climate of Nakornpathom private schools based on the theoretical framework of Fox et al. (1973: 7-9) describing the organizational climate that will facilitate and affect growth of school in summary of 8 factors: 1) respect, 2) trust, 3) high morale, 4) opportunity for input, 5) continuous academic and social growth, 6) cohesiveness, 7) school renewal, and 8) caring.

Step 2 : To study the change management of Nakornpathom private schools based on the theoretical framework of Kotter (Kotter, 1996 : 21) describing the effective eight-step process of change management to overcome the obstacles in organization : 1) establishing a greater sense of urgency, 2) creating the guiding coalition, 3) developing a vision and strategy, 4) communicating the change vision, 5) empowering others to act, 6) creating short-term wins, 7) consolidating gains and producing even more change, and 8) institutionalizing new approaches in the future.

Step 3 : To study the organizational climate affecting change management of Nakornpathom private school.

The research population was 34 Nakornpathom private schools. The samples used in this research were 32 Nakornpathom private schools which the sample size was determined by Krejcie and Morgan (1970: 607- 610), in stratified random sampling technique under statistical probability. The researcher used the school as a unit of analysis. The respondents of each school were two of those who were licensee or manager or school administrator or deputy school administrator, two head department teachers, and two teachers, in total of 192 respondents, , as described in Table 1.

Table 1 : Population, Samples, and Respondents

Nakornpathom Private Schools	Population (Unit)	Samples (Unit)	Respondents (Unit)			Total
			Licensee/Manager/sc hool Administrator/ Deputy School Administrator	Head Department	Teachers	
Nakornpathom District	12	11	22	22	22	66
Kumphengsaen District	1	1	2	2	2	6
Dontoom District	2	2	4	4	4	12
Nakornchaisri District	5	5	10	10	10	30
Banglen District	3	3	6	6	6	18
Sampran District	11	10	20	20	20	60
Total	34	32	72	72	72	192

The instrument used for data collection was a five-rating scale questionnaire which was developed and examined by the following steps; 1) studying principles, concepts, theories, related literature, and researches to be the framework for developing the questionnaire, 2) examining the content validity of the questionnaire with Index of Item - Objective Congruence (IOC) technique by 5 experts, 3) modifying questionnaire and making a try-out with 5 schools, 6 of each, in total of 30 units, and Cronbach's alpha coefficient for reliability at .973.

The statistics used for data analysis were the descriptive statistics; frequency, percentage, mean, and standard deviation, as well as the inferential statistics; Stepwise Multiple Regression Analysis.

Results

Based on data analysis to respond the research objectives, the results were contributed as follows :-

1. The organizational climate at Nakornpathom Private School was at high level, as a whole and individual aspect, as described in Table 2.

Table 2 : The Level of Organizational Climate at Nakornpathom Private School

Item	The organizational climate at Nakornpathom Private School (X_{tot})	\bar{X}	S.D.	Level
1	Respect (X_1)	3.53	0.68	high
2	Trust (X_2)	3.52	0.72	high
3	High Morale (X_3)	3.62	0.80	high
4	Opportunities for Input (X_4)	3.59	0.71	high
5	Continuous Academic and Social Growth (X_5)	3.58	0.81	high
6	Cohesiveness (X_6)	3.85	0.87	high
7	School Renewal (X_7)	3.69	0.86	high
8	Caring (X_8)	3.77	0.81	high
	Total (X_{tot})	3.64	0.66	high

From table 2, the organizational climate at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; cohesiveness, caring, school renewal, high morale, opportunities for input, continuous academic and social growth, respect, and trust respectively.

2. The school administrator's change management at Nakornpathom Private School was at high level, as a whole and individual aspect, as described in Table 3.

Table 3 : The school administrator's change management at Nakornpathom Private School

Item	The school administrator's change management at Nakornpathom Private School (Y_{tot})	\bar{X}	S.D.	Level
1	Establishing a greater sense of urgency (Y_1)	3.71	0.90	high
2	Creating the guiding coalition (Y_2)	3.66	0.85	high
3	Developing a vision and strategy (Y_3)	3.45	0.81	moderate
4	Communicating the change vision (Y_4)	3.76	0.87	high
5	Empowering others to act (Y_5)	3.74	0.85	high
6	Creating short-term wins (Y_6)	3.79	0.86	high
7	Consolidating gains and producing even more change (Y_7)	3.79	0.82	high
8	Institutionalizing new approaches in the future (Y_8)	3.80	0.84	high
	Total (Y_{tot})	3.71	0.77	high

From table 3, the school administrator's change management at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; institutionalizing new approaches in the future, consolidating gains and producing even more changes, creating short-term wins, communicating the change vision, empowering others to act, establishing a greater sense of urgency, creating the guiding coalition, and developing a vision and strategy respectively.

3. The organizational climate totally affected school administrator's change management at Nakornpathom Private School at 0.05 level of statistical significance which could predict school administrator's change management at 71.40 percent, as described in Table 4.

Table 4 : The Organizational Climate Affecting School Administrator's Change Management at Nakornpathom Private School

The Organizational Climate	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	β	Std. Error			
(Constant)	.475	.159		2.984	.003
Caring (X_8)	.391	.076	.408	5.159	.000
High Morale (X_3)	.165	.052	.171	3.146	.002
Cohesiveness (X_6)	.095	.055	.107	1.719	.087
School Renewal (X_7)	.173	.075	.192	2.312	.022
Continuous Academic and Social Growth (X_5)	.156	.063	.164	2.471	.014
Respect (X_1)	-.111	.047	-.097	-2.342	.020
Dependent Variable: The school administrator's change management at Nakornpathom Private School (Y_{tot})					

From table 4, the organizational climate totally affected school administrator's change management at Nakornpathom Private School at 0.05 level of statistical significance which could predict school administrator's change management at 71.40 percent. When considering the individual aspect of organizational climate affecting school administrator's

change management at Nakornpathom Private School, it was found that (1) the aspects of caring, continuous academic and social growth, and school renewal together affected change management in the aspect of establishing a greater sense of urgency at the predicting influence of 66.8 percent. (2) the aspects of caring and continuous academic and social growth affected change management in the aspect of creating the guiding coalition at the predicting influence of 68 percent. (3) the aspects of caring and continuous academic and social growth affected change management in the aspect of developing a vision and strategy at the predicting influence of 56.8 percent. (4) the aspects of caring, high morale, cohesiveness affected change management in the aspect of communicating the change vision at the predicting influence of 71.6 percent. (5) the aspects of caring, opportunities for input, cohesiveness affected change management in the aspect of empowering others to act at the predicting influence of 64.6 percent. (6) the aspects of caring, cohesiveness, and high morale affected change management in the aspect of creating short-term wins at the predicting influence of 67.1 percent. (7) the aspects of school renewal, opportunities for input, and caring affected change management in the aspect of consolidating gains and producing even more changes at the predicting influence of 65.8 percent., and (8) the aspects of school renewal, continuous academic and social growth, respect, high morale, and caring affected change management in the aspect of institutionalizing new approaches in the future at the predicting influence of 67.7 percent.

Discussion/Conclusion

1. The organizational climate at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; cohesiveness, caring, school renewal, high morale, opportunities for input, continuous academic and social growth, respect, and trust respectively, which was inconsistent with the assumption, set by the researcher at the moderate level. This result may be due to the state of being a private school that needs the utmost satisfaction and profitability to survive. All school personnel need to have good public/service mind for their clients and colleagues to create a positive image of the school and encourage parents to send their children to study at the school. More importantly, personnel must be united to form the identity of the school in pursuit of the goal of excellence, and give the advantages to the competitive schools all the time. As a result that found the aspect of respect and trust were at the lower mean, this may be caused by the inequality of teacher and educational personnel management system. Teachers who have good knowledge, experience and teaching

skills are often frustrated and need to be developed for professional advancement, so they will not work in private school so long. They will soon resign to apply for new permanent teacher at public school instead. For this reason, there was a climate of distrust in the private school. Corresponding to the research of Ouychai Juthuraphan (2011: 63), it was summarized that the organizational climate of schools under the Office of Samut Sakhon Educational Service Area was at high level in overall. When considering each aspect, they were found at high level which were ranked by descending order of mean as follows ; opportunity for input, high morale, school improvement, caring, and continuous academic and social growth respectively. Accordingly, the research of Kanitha Prempreechachan (2011: d), it was more revealed that the organizational climate of basic education under the Office of Kanchanaburi Primary Education Area 3 was at a high level in overall and individual aspect at the descending order of mean as follows: high morale, consolidating workforce, respect, opportunity to work, trust, caring, organization renewal, continuous academic and social progress respectively. More evidence has shown in the research of Acharaporn Bualangka (2011: 90-91), it was stated more about that organizational climate in schools under the Office of Kanchanaburi Primary Education Service Area 2 was overall at a high level and in aspects by descending order as follows; harmony, caring, trust, respect, high morale, continuous academic and social growth, opportunities for participation respectively while school renewal was at the lowest mean. Additionally, there was the similar research of Panadda Pinthad (2013 : d), the findings were coincided that organizational climate of school under the Office of Phetchaburi Primary Education Service Area 1 was at high level as a whole, and in parts by descending order as follows; independence, cooperation, openness, experimentation, confrontation of truthfulness, trust, sincerity, and proactive action. Interestingly, also Heather E. Price's (2013: 207-236) research, the results showed that friendship and companionship with colleagues contributed to morale of personnel and organizational climate in a better way. More likely supporting the findings of Saowanee Boontham and Jaturong Thanasrilangkul (2558: 1465-1466), it was contributed that the organizational climate of the schools under the Office of Nakhon Ratchasima Primary Education Service Service Area 1, in overall and individual aspect was at high level. The top three aspects of the highest mean were trust, school improvement, and high morale while the aspect at lowest mean was respect. Moreover, there was also the similar research finding of Gálvez, Maculada Egido, and others (2016: 474-492), it was discussed that quality management systems had a positive impact on the development of coexistence rules in schools, teacher involvement in school improvement initiatives, and positive school climate.

2. The school administrator's change management at Nakornpathom Private School was at high level, as a whole and individual aspect. When considering the individual aspect, they were ranked by the descending orders of mean as follows; institutionalizing new approaches in the future, consolidating gains and producing even more changes, creating short-term wins, communicating the change vision, empowering others to act, establishing a greater sense of urgency, creating the guiding coalition, and developing a vision and strategy respectively, which was inconsistent with the assumption, set by the researcher at the moderate level. This may be due to the fact that private schools had not yet been treated in the same standards as public schools in the overall personnel management system, the subsidy support was not linked to the development of educational quality. Private schools must adapt themselves to the changing economic and social conditions at all times in order to maintain the stability of the school. Importantly, private school administrators need to use change management to instill a constant awareness of change in school personnel, encourage good practices to be sustainable in order to build norms of behavior and values in school. Corresponding to Branson's research (Christopher M. Branson, 2008: 376-395), it was supported by the view that currently acknowledged widespread resistance to organizational change was caused by the failure of current organizational change strategies to attend to a value alignment process for all those affected. Values alignment of people in an organization to accept change may not be just an important integral part of the organizational change strategies, but it also could be the foundation for truly successful organizational change. In accordance with Cherdak Supasophon's research (2010 : Abstract), the findings were as follows: 1) School change management and the direction of management were determined by the needs / necessities. There was a budget plan that was in line with school policy. Strategies were transformed into actions, formulated as annual plans, and driven by bottom-up process management. 2) The problem of school change management was that the policy did not reflect the actual problems of the school. Targeting of the plan was not based on real problem / needs analysis. More importantly, the strategies were not related to the national policy as well as lack of teamwork. Number of personnel was not related to workload while the budget was inadequate. Regulations did not facilitate decision-making and performance appraisals were not complete according to the work plan. Concepts, principles and objectives consisted of reorganizing, adding new roles and services, changing leader, and adapting to technological change. Line and staff organization structure was collaborative model and the integrated four perspective model. Operational strategies were comprised of reorganizing organizational structure by commanding limited participation, decentralizing, and optimizing

personnel's capability. Critical Success Factors mostly depended on the personal competency of school administrators and supporting factors were resource management, participation of personnel, external network, problem management, continuous development, proper operation, institutionalization, and organizational change. As associated with the research by Apiwat Sangsukwao (2012: 72), it was contributed that change management of school administrators under the Office of Secondary Educational Service Area 9, in the overall, was at a high level. When considering each side, it was found that all aspects were at high level in descending orders of the arithmetic mean as follows; building change leadership team, developing a vision and strategy, creating a sense of urgency, maintaining the change as culture of the organization, communicating the vision of change, empowering action to changes, create short-term wins, and consolidating gains and making more changes. Additionally, it also corresponded to the similar research of Wilawan Unmak (2013 : 90), the overall performance was at a high level. When considering each item, it was found that all aspects were at high level in descending order of mean as follows; structure, technology, human resource, and culture, respectively. More likely, the research by Vipavadee Karnpracha (2014 : d), it was described that the change management and readiness to join the ASEAN Community of Faculty of Engineering in Public University, in overall and individual aspect, were at moderate level by the descending order of the arithmetic mean as follows; dissolution of the original behavior, changing, and maintaining the change. Interestingly, there was the same research found in Conley and Enomoto's (Sharon and Ernestine K. Enomoto, 2015: 9-21). The results showed that the change in traditional practices in school occurred for different reasons, such as the failure to produce the desired outcome, failure to produce new possibilities / or lack of ideal goals. The case study also found that the change from what was in the new school by addressing problems, fixing improper things, and achieving new goals, it will improve the resources available in the school accordingly. Furthermore, change also allowed the organization to escape environmental change and helped organizations respond to change and stay independent of traditional practices.

3. The organizational climate totally affected school administrator's change management at Nakornpathom Private School at 0.05 level of statistical significance which could predict school administrator's change management at 71.40 percent. When considering the individual aspect of the organizational climate affecting the change management, it was found that the aspects of caring, high morale, and cohesiveness together affected the change management in the aspect of communicating the change vision by predicting the effect at 71.6 percent. While the aspects of caring, continuous academic and social growth contributed the

influence on the change management in the aspect of developing vision and strategy by predicting the effect only at 56.8 percent. The results corresponded to the assumptions set by the researcher. This may be due to organization climate or work environment in the organization including organizational structure, building and places, facilities for working, relationship among colleagues, mutual trust, self-respect, and kindness to each other, influenced the behavior of people in the organization inevitably. If an organization had a high level of organizational climate, it would positively contribute to the change management into implementation of the plan / project / activities to achieve its objectives effectively and efficiently. Thus, there was a reason that the organizational climate, particularly in the aspect of caring, high morale, cohesiveness, school renewal, and continuous academic and social growth affected the overall change management. This was in line with Suchanuch Panthaneeya's research (2010: 64-65), it was revealed that the factors of organizational climate in the aspects of organizational structure, supporting, and unity affected the quality of teacher working life. Together with the same finding of Tassana Sukpiam and others (2013 : 17), it was found that: 1) The positive relationship between organizational climate and learning organization was high at 0.01 level of statistical significance. The findings contributed five dimensions at high relationship with learning organization in the dimensions namely; operational standard, warmth, risk, support, and loyalty to the organization, 2) The dimensions of operational standard, warmth, risk, and loyalty to the organization could predict the learning organization of the Library in the public higher education Institutions as perceived by the librarians at the .05 level of statistical significance at the predictability effect of 63.6 percent. It was also found to be consistent with Sulak's research (Sulak, 2014: 672-684). The results indicated that school climate and environmental surroundings were important factors towards academic achievement in the suburban school. Also similarly to the research by Cocorada, Elena and others (2016), the findings showed that the school climate, school location, and parental education could significantly predict school performance. In addition, there were research findings in the same direction of Liu (Peng Liu, 2015: 735-754), it was summarized that using transformational leadership in all four dimensions together explained the moderate effect on four teachers' commitment to change in school. It was found that the effect on the management of the instructional program was the most prominent. The results of multiple regression analysis also revealed that the factors of culture, climate, environment, strategy, structure, and teachers such as age and grade taught had a moderate effect on teacher's commitment to transformational school leadership. More interestingly, the research by Saowanee Boontham and Chaturong Thanasirangkul (2015 : 1469), it was indicated that positive

relationship between organizational climate and school effectiveness was moderate at 0.05 level of statistical significance. The findings could be divided into 3 groups; high level of relationship namely; continuous professional and social advancement, moderate level of relationship namely; high morale, respect, school improvement, compassion, and the opportunity to work, low level of relationship namely; trust and consolidating in the work. Eventually, it was confirmed that organizational climate in schools was related to school effectiveness. This results also were in the same finding of Dutta and Sahney's research (Vartika Dutta, Sangeeta Sahney, 2016: 941-958), it was investigated that leadership behavior of school administrators was not directly correlated with either teachers' job satisfaction or student achievement in school. However, it was found that transformational leadership behavior of the school administrators indirectly influenced through the social and affective components of the school climate on teachers' job satisfaction while the academic leadership behavior indirectly influenced student achievement in school. Furthermore, the research by Reynolds and others (Katherine J. Reynolds and others, 2017: 78-97), it was also showed that the variables that correlated with academic achievement were, most importantly, parental education, socio-economic status, and school identity. The results indicated that school identity was a mediator in predicting the relationship between school climate and student achievement.

Recommendation

Suggestions for applying research results :-

1. The private school administrators of Nakornpathom should apply the results of the research that found organizational climate, particularly in the aspects of caring, high morale, cohesiveness, school renewal, and continuous academic and social growth were the influential variables in predicting the total effect on change management at 80.20 percent. Private school administrators should be willing to give good advice, care about personnel, and create climate of friendliness, generosity, and hospitality in school. Additionally, they should create morale, loyalty, and commitment to the school, proud duties and responsibilities, satisfaction with the success of school. More increasingly, they should let the personnel have good quality of life, and encourage them to support each other, and show affection to one another. Importantly, they should encourage personnel to cooperate and assist in collaborative work and hold celebration in the occasion of congratulations on the success. In order to increase the satisfaction of the personnel in school, they should highly motivate personnel to express useful initiatives to achieve the goals / objectives. At the same time, personnel should

be aware of the difference between individuals for the mutual benefit of the school. Furthermore, the private school administrators should improve buildings and surroundings to be clean and conducive to learning as well as provide instructional media and modern facilities in good working condition. Besides, they should stimulate personnel to produce innovative works in new pedagogy approaches as well as inspire them to develop more academic and social growth.

2. The private school administrator of Nakornpathom should apply the result of the research that found school climate in the aspect of caring, high morale, and cohesiveness as the influential variable in predicting the effect on the change management in the aspect of communicating change vision at the predictability effect of 71.6 percent. They should be importantly aware of communicating the change vision in accordance with the school operational plan linking to the private education development plan, policy focus of the Ministry of Education, and ultimately the national education plan. In order to achieve the mutual goals of development strategies at all dimensions as aforementioned, they must rely on the school climate in the aspects of caring, high morale and cohesiveness as a guiding principle for success.

3. Based on the findings of the research, it was summarized that the organizational climate of Nakornpathom private school was at high level. The two descending orders of mean were the aspects of cohesiveness and caring whilst the aspect of trust was at the lowest one. What the private school administrators should bring this research into practice was to maintain a level of cohesiveness and caring to each other at the higher level since they were the important variables that significantly impacted change management success. Also, they should improve the organizational climate of trust to be at a better level. Even though, this improvement was in the respect with the government policy in improving the overall teachers and educational personnel management to the same standard, the administrators should internally prevent the brain drain of private school teachers to others at the school level by creating trust among school personnel, promoting welfare and fringe benefit, rewarding work accomplishment, praising honor among teachers etc.

4. From the results that found the change management of Nakornpathom private school administrator at a high level in all aspects, particularly in the first two highest aspects of institutionalizing new approaches in the future and consolidating gains and producing even more changes as well as the lowest aspect of developing change vision and strategy, the school administrators, therefore, should apply the results into practice by instilling the school personnel for continuous awareness of the change, maintaining the work standards, creating

norms of behavior and values, and ultimately cultivating good practice as culture in school. In addition, they should mobilize resources to drive visible changes within the school, support and maintain the continuity of change, adapt attitudes and behaviors against the resistance to change of personnel with reason and consent. Furthermore, they should develop key personnel to drive the desired success for achievement as well as expand successfulness into concrete result, modify school policies as to a changing situation, and change the operating procedures or guidelines for continuous success of the school. However, they should improve the development of vision and change strategies to be accepted by school personnel by interacting openly with school personnel across all levels, communicating clear and understandable visions through multiple communication channels. Most importantly, they should well perform as a role model for school personnel.

5. The results of this research should be generalized to private schools in other provinces with similar context for the national benefit of educational administration of the private education.

Suggestions for next research :

1. The organizational climate factors of schools under the Office of Basic Education should be studied in order to guide the development of the organizational climate of private schools to the same standards.

2. It should conduct a comparative study on the organizational climate of schools under the Office of Basic Education in Bangkok with the organizational climate of private schools in Bangkok in order to determine the differences and take the disadvantages to improve.

3. It should do research on the correlation between organizational climate of private schools and the principles of private education plan in order to investigate the consistency of the development plan and to guide the implementation of the policy effectively.

Reference

Aroonrat, Kritchai (2017). *Survival from Crisis! 913 Private Schools*. Accessed on January 29, 2017. Accessed from <Http://www.springnews.com/news/2017/01/20522/>.

Boonthama, Saowanee and Thanasiluengkul, Jaturong (2015). *Relationships between Organizational Climate and School Effectiveness under the Office of Nakhon ratchasima Primary Education Service Area 1*. RSU National Academic Conference. Bangkok. (Thailand). on April 24, 2015.

Branson, Christopher M. (2008). *Achieving Organisational Change through Values Alignment*. Journal of Educational Administration, Vol. 46 Issue: 3.

Bualungka, Acharaporn. (2011). *Administrator's Competency and Organizational Climate in School under the Office of Kanchanaburi Primary Education Service Area 2*. Thesis for Master of Education in Educational Administration . Graduate School. Silpakorn University.

Cocoroda, Elena and others. (2016). *School Climate and School Achievement in the Romanian Secondary Education*. Journal of Psychoeducational Assessment, First Published 1 Dec 2016.

Conley, Sharon and Enomoto, Ernestine K. (2015). *Routines in School Organizations: Creating Stability and Change*.Journal of Educational Administration, Vol.43 Issue: 1.

Dutta,Vartika and Sahney, Sangeeta. (2016). *School Leadership and Its Impact on Student Achievement: The Mediating Role of School Climate and Teacher Job Satisfaction*. International Journal of Educational Management, Vol. 30 Issue: 6.

Fox, Robert S. and Others. (1973). *School Climate Improvement : A Chanllenge to the School Administrator*. Colorado : Phi Delta Kappa.

Gálvez, Inmaculada Egido and others. (2016).*Evaluation of the Impact of Quality Management Systems on School Climate*. International Journal of Educational Management, Vol. 30 Issue: 4.

Jaturaphan, Ouychai (2011). *Utilization of Administrators' Power and Organizational Climate of Schools under the Office of Samutsakorn Educational Service Area*. Thesis for Master of Education in Educational Administratio. Graduate School. Silpakorn University.

Kamonrojsiri, Patharoj and Kamolrojsiri, Chatri. (2017) *Private School Brain Drain "Those Who Have no Teacher License can Attend the Exam of Teacher Profession"*. Accessed March 27, 2560. Accessible from Http://www.komchad_luek.net /news/edu-health/267797.

Karnpracha, Vipavadee. (2014). *Change Management and Readiness to Join the ASEAN Community of Faculty of Engineering in Public University*. Thesis for Master of Education in Educational Administration,. Silpakorn University.

Kotter, John P. (1996). *Leading Change*. Boston : Harvard Business School Press.

Liu,Peng.(2015).*Motivating Teachers' Commitment to Change through Transformational School Leadership in Chinese Urban Upper Secondary Schools*. Journal of Educational Administration, Vol. 53 Issue: 6.

Ministry of Education. (2017). *It's Crisis !!! Private Schools in Thailand Lined up to Shut Down. Will the Future of Thai Education be Worse?*. Accessed on January 20, 2017. Accessible from <Http://www.tnews.com/contents/bg/> 220427.

_____. (2017) *Hearing of the Private Education Problem*. Accessed on March 12, 2017. Accessible from http://www.moe.go.th/moe/th/news/detail.php?NewsID=42971&Key=news_act.

Panthaneeya, Suchanuch (2010). *Organizational Climate Affecting the quality of Teacher Working Life*. Journal of Academic Resources. Year 21 Vol. 2 May - August 2010.

Pinthad, Panadda. (2013). *School Administrator's Characteristic and Organizational Climate of Schools under the Office of Phetchaburi Primary Education Service Area 1*. Thesis for Master Degree of Education in Educational Administration, Graduate School. Silpakorn University.

Prempreecha, Kanitha. (2011). *Organizational Climate of Basic Education under the Office of Kanchanaburi Primary Education Service Area 3*, Thesis for Master Degree of Education in Educational Administration. Graduate School. Silpakorn University.

Price,Heather E. (2013). *Employee Morale and Organizational Climate in Schools: The Importance of Affective Coworker Relationships*, in Steve McDonald (ed.) Networks, Work and Inequality (Research in the Sociology of Work, Volume 24) Emerald Group Publishing Limited.

Private School Act BE 2007. Amended (No. 2) BE 2011. Government Gazette. Vol. 125/ Section 7 k / Page 29/11 January 2008.

Reynolds, Katherine J. and others. 2017). *How Does School Climate Impact Academic Achievement? An examination of social identity processes*. School Psychology International, vol. 38, 1.

Saengsukwaw, Apiwat. (2012). *Change Management of School Administrators Affecting School Identity under the Office of Secondary Education Service Area 9*. Thesis for Master of Education in Educational Administration. Graduate School. Silpakorn University.

Sukpiam, Tassana and others. (2013). *The Relationship between Organizational Climate and the Learning Organization of Public Higher Education Library as Perceived by the Librarians*. Journal of the Graduate School, Vol. 6, No. 2 July - December 2013.

Sulak, Tracey N. (2014). *School Climate and Academic Achievement in Suburban Schools*. Education and Urban Society. vol. 48. 7.

Supasophon, Cherdaks (2010). *Development of Excellent Change Management Model for the Public Basic Education Schools*. Thesis for Doctoral Degree of Education in Educational Administration. Chulalongkorn University.

Tantrajin, Jinda. (2017). *Survival from Crisis! 913 Private Schools*. Accessed on January 29, 2017. Accessed from <Http://www.springnews.com/news/2017/01/20522/>.

The Ministry office. (2013). *Workshop on Policy Driven to upgrade the Quality of Private Education*. Accessed on March 16, 2560. Accessible from <Http://www.moe.go.th/websm/2013/aug/286.html>.

_____. (2017). *Policy Focus of the Minister of Education (Mr. Thirakiat Charoen setasil)*. Bangkok : Ministry of Education.

The Office of Education Council. (2017). *National Education Plan BC 2017 - 2036*. Bangkok: Ministry of Education.

The Office of the Private Education Commission. (2017). *(Draft) Private Education Development Plan BC. 2017-2021*. Bangkok : Ministry of Education.

_____. (2017). *OPEC Organized the Meeting of the Private Schools Administrators with the Good Results of the National Basic Education Testing (O-NET) in the academic year 2015*. Accessed on March 12. Accessible from <http://www.opec.go.th/content.php?page= content & group = executive & cid = 606>.

Unmak, Wilawana (2013). *Change Management of Secondary School Administrators under the Office of the Secondary Education Service Area 2*. Thesis for Master of Education in Educational Administration. Graduate School. Srinakharinwirot University.