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

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 conducting by the researcher. The statistics used for data analysis were mean, standard deviation, and multiple regression analysis. For the qualitative approach, using focus group method to develop the evaluation criteria on social responsibility management in secondary school and appropriateness of application was tested by the evaluators of school.

The research results were as follows: (1) The social responsibility management in secondary school was highly found in all aspects. (2) The internal and external factors influencing social responsibility management in secondary school were statistically significant at level .05. (3) Corporate governance, public responsibility, respect for stakeholder interest, developing of community, social and environment and a good citizenship in society were the component 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 responsibility representations...
are resulted from organization activities which may affect both direct and indirect on the lives of people in economic, society and environment. For these reasons CSR is so crucial to act concretely in various forms in order to offer beneficial and sustainable development for people in all sectors. Karnjanapan (2008) indicates that today several organizations tend to focus and enhance on CSR activities. The CSR is established as part of organization strategic, policy, mission, objective together with evaluation at the final stage. It can be seen that CSR procedure has not only obviously changed organization strategic plan but also dramatically increase to society.

CSR has an important role for organization management both in public and private so the administrators need to promote and concern on CSR activities in various forms. Additionally, International Organization for Standardization (ISO) has offered ISO 26000 Social Responsibility for company, organization and institution worldwide including organizational stakeholder to create quality human resource plan. Schools are key institution to prepare children and young adults to the future quality human resource for the nation. As the National Education Act BE 2542 (1999) and Amendments (Second National Education Act BE 2545 (2002) focusing on the development of human wholeness, having public mind, and social benefit concern, school administrators should efficiently and transparently execute with targets and proper model and means. (Sornsawan, 2014)

School is a part of society unit so school quality and function should determine 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 school and school will be able to develop with effectiveness and efficiency. Secondary school should apply CSR for many reasons as mentioned. Researcher is interested to conduct this study “Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School” because of having the same criteria CSR for secondary school to employ with effectiveness and efficiency and increasing school responsibilities towards society and good social impact in overall.

**Objectives**

1. to examine social responsibility management in secondary school,
2. to identify internal factors influencing social responsibility management in secondary school,
3. to identify external factors influencing social responsibility management in secondary school, and
4. to develop the evaluation criteria on social responsibility management in secondary school.

**Research Methodology**

The study of factors influencing and evaluation criteria social responsibility management in secondary school was employed a quantitative approach. Data collecting through questionnaire 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 formula. There are 329 teachers selecting by multi-stage random sampling method and 391 students choosing by stratified random sampling method.

**Instrument**

The two questionnaires were utilized in the study, one for the teacher group and the other for the student group. The two groups were asked about internal and external factors related on social responsibilities covering school policy, administrators’ roles, teachers’ roles, students’ roles and opinions on social responsibility management in secondary school 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 two questionnaires was evaluated by content validity from 5 professionals. Then, the index of Item-Objective Congruence (IOC) was calculated with the accepted scores range from 0.80 - 1.00.
2. The reliability of two questionnaires was
tested with 30 teachers and 18 students from the Secondary Educational Service Area Office (Nonthaburi). The Cronbach’s Alpha Coefficient was used to calculate the reliability value. The Cronbach’s Alpha Coefficient were 0.965 and 0.968 respectively.

**Data collection**

1. Researcher 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 school. 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 school
   2.3 synthesize the results of data from item 1 and 2 to draft factors and indicators on social responsibility management in secondary school
   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 school
   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 school as suggested by the professionals and then submitting 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 school approved by the professionals to the advisors for investigation
   2.8 print the complete form of evaluation criteria on social responsibility management in secondary school
   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 school 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 school 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 complete return questionnaires on influence factors on social responsibility management in secondary school 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 on social responsibility management in secondary school**

1.1 Respondents’ demography

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

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

1.2 Social responsibility management in secondary school

   1. The overall teachers and students’ opinion on social responsibility management in secondary school on good governance was found in high level ($\bar{x} = 3.59$, 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 ($\bar{x} = 4.10$, S.D. = 0.84).

   2. The overall teachers and students’ opinion on social responsibility management in secondary school on public responsibility was found in high level ($\bar{x} = 4.03$, S.D. = 0.67). The highest mean score was found on respect the comment and free disclosed individual expression ($\bar{x} = 4.10$, S.D. = 0.82).

   3. The overall teachers and students’ opinion on social responsibility management in secondary school...
on stakeholders’ caring was found in high level ($\bar{x} = 3.93$, S.D. = 0.65). The highest mean score was found on respect rights of stakeholders to set or merge group of interest for mutual negotiation ($\bar{x} = 3.96$, S.D. = 0.79).

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

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

1.3 Internal and external factors influencing on social responsibility management in secondary school

- Internal factors influencing on social responsibility management in secondary school shown on Table 1

<table>
<thead>
<tr>
<th>Social responsibility management in secondary school</th>
<th>Internal factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good governance</td>
<td>- .114*</td>
</tr>
<tr>
<td>Public responsibilities</td>
<td>.235**</td>
</tr>
<tr>
<td>Stakeholders' caring</td>
<td>.140**</td>
</tr>
<tr>
<td>Community, society and environmental development</td>
<td>.172**</td>
</tr>
<tr>
<td>Being a good citizen in society</td>
<td>.195**</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Social responsibility management in secondary school</th>
<th>External factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good governance</td>
<td>.448**</td>
</tr>
<tr>
<td>Public responsibilities</td>
<td>.549**</td>
</tr>
<tr>
<td>Stakeholders' caring</td>
<td>.492**</td>
</tr>
<tr>
<td>Community, society and environmental development</td>
<td>.481**</td>
</tr>
<tr>
<td>Being a good citizen in society</td>
<td>.554**</td>
</tr>
</tbody>
</table>

The findings in Table 2 indicated 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 school 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 statistical significant level at .05.


2.1 Factors, indicators and evaluation criteria social responsibility management in school were synthesized from the internal and external factors influencing on social responsibility management in school. There were 5 factor components and 27 indicators. They were:

Factor 1 Good governance

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

Indicator 1.1 Policy formulation corresponded to good governance

1. formulate policy, plans, activities, and projects through personnel and community participation
2. determine responsible persons for school op-
eration 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 making continuous improvement

Indicator 1.2 Learning and teaching and school activities corresponded to good governance
Process Performance Indicators
1. prepare lesson plan involving rules and regulations and participating development on school, community, society, and nation
2. organize student development activities to encourage students to participate 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 school
Process Performance Indicators
1. engage on learner development plan abiding by rules and regulations of school, community, society, and country
2. be a good member of family by obeying parent
3. be a good member of school by following rules and regulations of school
4. be a good member of society by following law
5. engage on learner development assessment and utilize assessment results to develop school’s learners

Indicator 1.4 Basic Education Board supporting on good governance
Process Performance Indicators
1. engage on policy formulation, plans, activities, and projects of school with correctness, transparency, fairness and accountability

Indicator 1.5 External agencies supporting on good governance
Process Performance Indicators
1. provide guidelines to build plans, projects/activities of school with correctness, transparency, and accountability
2. guide school management approach based-on participation principle with correctness and fairness
3. donate fund and resources for supporting plans, and projects/activities of school
4. recommend how to evaluate plans, projects/activities of school focusing on achievement and values
5. suggest how to develop plans, projects/activities of school

Factor 2 Public responsibilities
Public responsibilities refer to school management that concerns about benefits of community around school and society. School activities are not harmful to the community and society at all.

Indicator 2.1 Public responsibility policy by administrators
Process Performance Indicators
1. make a plan to prevent the impact of school operations on the community and society.
2. have guidelines for responsibility action on the practices impact of community and society
3. have guidelines on school operation as community and society need
4. have preventive plan evaluation for school operation impact both negative and positive to community and society
5. employ evaluation results to improve preventive plan of school operation impact on community and society

Indicator 2.2 Providing learning and teaching and activity that promoting public responsibility by teachers
Process Performance Indicators
1. make a plan to develop learners to have public mind and volunteer spirit for community and society
2. arrange learning that promote students’ public mind and spirit of voluntary to protect community and society problems
3. encourage students participation in voluntary activities with community, society, and external organization
4. evaluate volunteer spirit of students on participating activities with community, society, and external organization
5. utilize evaluation results to improve learner development plan on public mind and volunteer spirit for community and society

**Indicator 2.3 Student participation on public responsibility manifestation**

Process Performance Indicators
1. engage learner development plan on public mind 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 and voluntary spirit for community and society

**Indicator 2.4 Basic education board supporting on public responsibility activities**

Process Performance Indicators
1. make plans to prevent impacts of school operation on community and society
2. provide measures to prevent impacts of school operation on community and society
3. encourage and support school personnel to know and understand impacts of school operation on community and society
4. supervise and monitor impacts of school operation on community and society
5. suggest solutions to improve and protect impacts of school operation on community and society

**Indicator 2.5 External agencies supporting on public responsibility activities**

1. offer plans to prevent impacts of school operation on community and society
2. advise measures to prevent impacts of school operation on community and society
3. suggest school to be a learning resource for preventing impacts of school operation on community and society
4. recommend how to evaluate school operation on preventing impacts of school operation on community and society
5. suggest how to develop measure plans to prevent impacts of school operation 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 on stakeholders’ advantages
2. give stakeholders to participate on school operation policy formulation
3. have occupational health and safety policy in 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 reflecting 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 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 activity running reflecting on stakeholders’ caring**

Process Performance Indicators
1. create learning management plan focusing on learners with corresponding to school policy and local needs
2. organize learning activities to give students opportunity to freely express their ideas and abilities
3. provide opportunity to students’ parent and community to take part in learning activities and student development activities
4. appraise students’ learning in various and authentic assessment
5. use students’ learning appraisal to continuously develop students’ learning management

**Indicator 3.4 Students’ behavior reflecting on...**
Factors Influencing and Evaluation Criteria Social Responsibility Management in Secondary School

Boonpluk et al.

stakeholders’ caring

Process Performance Indicators

1. be a good member of family by obeying parent
2. obey teachers’ instructions and properly assist them
3. be a good member of school with intention of studying
4. be a good member of community by maintaining public property
5. be a good member of society by following law

Indicator 3.5 Basic school board joining activities reflecting on stakeholders’ caring

Process Performance Indicators

1. set up school policy for administration department to manage school on the basis of stakeholders’ benefits
2. create school policy about teacher and personnel welfare including occupational health and safety in school
3. establish school policy on quality of education management as the needs of community, local, and country
4. supervise and monitor performance appraisal based on school policy
5. recommend school to employ performance appraisal to improve school management

Indicator 3.6 External agencies joining activities reflecting on stakeholders’ caring

Process Performance Indicators

1. support school administration department to manage school on the basis of stakeholders’ benefits
2. provide teacher and personnel welfare including occupational health and safety in school
3. donate fund and resources for supporting school operation
4. conduct research on learning management of development in community, society, and environment
5. evaluate the use of innovation and improving for better efficiency

Factor 4 Community, society and environmental development

Community, society and environmental development mean the management of school focusing on activities for sustainable development by the participation of school personnel, community and society.

Indicator 4.1 School policy on community, society and environment development

Process Performance Indicators

1. have policies, projects/activities emphasis on community, society and environment development
2. provide practice guidelines based on community, society and environment development policy
3. have person responsible for implementing community, society and environment development policy
4. measure schools’ development policy performance on community, society and environment
5. use evaluation results for continuous improvement

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

Process Performance Indicators

1. create learning management plan recognizing on the vital of development in community, society, and environment
2. organize learning activities to support development in community, society, natural resource conservation, and environment
3. conduct research on learning management of development in community, society, and environment
4. develop innovation on learning management of development in community, society, and environment
5. evaluate the use of innovation and improving for better efficiency

Indicator 4.3 Student join on development activities in community, society, and environment

Process Performance Indicators

1. co-create practical guidelines for development in community, society, and 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 environment
5. give recommendation to improve development activities in community, society, and environment

Indicator 4.4 Basic education board join on development activities in community, society, and environment

Process Performance Indicators

1. create practical guidelines for development in community, society, and environment
2. support school budget for organizing development activities in community, society, and environment
3. encourage and foster school personnel to gain
knowledge and understanding about the development in community, society, and environment
4. supervise and monitor development activities in community, society, and environment
5. give recommendation to improve development activities in community, society, and environment

**Indicator 4.5 Parent network board join on development activities in community, society, and environment**

Process Performance Indicators
1. propose practical guidelines on development activities in community, society, and environment
2. donate fund and resources for supporting development activities in community, society, and environment
3. advise to add development in community, society, and environment in learning management
4. supervise and monitor development activities in community, society, and environment
5. give recommendation to improve development activities in community, society, and environment

**Indicator 4.6 External agencies supporting on CSR join on development activities in community, society, and environment**

Process Performance Indicators
1. co-create practical guidelines for development in community, society, and environment
2. donate fund and resources for supporting development activities in community, society, and environment
3. share learning with school for development in community, society, and environment
4. advise to add development in community, society, and environment in learning management
5. give recommendation to improve development activities in community, society, and environment

**Factor 5 Being a good citizen in society**

To be a good citizen in society means the management of school and school activities following rules and regulations, norm/tradition of society, and no violation on rights and freedom of person, other organizations and having moral as practical guidelines to operate school function.

**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 student to be a good citizen in society
2. provide projects/activities reflecting on being a good citizen in society
3. make transparent relation and no bribe with public and private sector, and local people
4. commit to work with honesty and transparency in all
5. monitor and supervise and assess school administrator, teacher and student

**Indicator 5.2 Teacher promoting teaching and student activities to be a good citizen in society**

Process Performance Indicators
1. set up learning management plan and implementing students as a good citizen in society
2. organize projects/activities to promote student to be a good citizen in society
3. encourage student to know, understand and recognize on good citizen 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 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 join on school personnel development as good citizen in society**

Process Performance Indicators
1. establish school policy on development of school personnel to be good citizen in society
2. promote and support development activities for school personnel and student to be good citizen in society
3. promote and support school personnel and student to know and understand how to conduct to be good citizen in society
4. monitor and supervise school personnel development as good citizen in society
5. give recommendation to improve school per-
sonnel development activities as good citizen in society

**Indicator 5.5 External agencies supporting on CSR join on school personnel development as good citizen in society**

Process Performance Indicators

1. collaborate with school to set school personnel development plan about good citizen in society
2. support school budget for organizing development activities for school personnel and student to be good citizen in society
3. promote and support school personnel and student to know and understand how to conduct to be good citizen in society
4. monitor and supervise school personnel development as good citizen in society
5. give recommendation to improve school personnel development activities as good citizen in society

**Evaluation Criteria Social Responsibility Management in Each Indicator**

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>No action</td>
<td>Having action on item 1</td>
<td>Having action on item 1 and 2</td>
<td>Having action on item 1, 2, and 3</td>
<td>Having action on item 1, 2, 3, and 4</td>
<td>Having action on all items</td>
</tr>
</tbody>
</table>

The examination of the evaluation criteria social responsibility management in secondary school conducting by focus group discussion was to consider factors and indicators and evaluation criteria social responsibility management in secondary school. The focus group attendees were 2 advisors, 3 professionals on social responsibility, and 3 school administrators. The suggestions from the attendees in focus group had been 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 school teachers including 1) Triamudomsuksapattanakarn Nonthaburi School, 2) Rattanathibate School, and 3) Potinimitwittayakom School. The appropriateness of factors and indicators and the details of school operation with indicators and evaluation criteria on social responsibility management in secondary school 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 very high for 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.

2. The data analysis on internal factors influencing on social responsibility management in secondary school had been found as follows:
   2.1 the roles of administrators, teachers, and students on social responsibility management had influenced on good governance on social responsibility management in secondary school with statistical significant level at 0.05,
   2.2 the school policy, teachers’ roles and students’ roles on social responsibility management had influenced on public responsibilities on social responsibility management in secondary school with statistical significant level at 0.05,
   2.3 the school policy, administrators’ roles, teachers’ roles, and students’ roles on social responsibility management had influenced on stakeholders’ caring on social responsibility management in secondary school with statistical significant level at 0.05,
   2.4 the school policy, teachers’ roles, and students’ roles on social responsibility management had influenced on community, society and environmental development on social responsibility management in secondary school with statistical significant level at 0.05,
   2.5 the school policy, teachers’ roles, and students’ roles on social responsibility management had influenced on being good citizen in society on social responsibility management in secondary school with statistical significant level at 0.05.

3. The data analysis on external factors influencing on social responsibility management in secondary school had been found as follows:
   3.1 the roles of basic education board and external agencies supporting on CSR had influenced on good governance on social responsibility management in secondary school with statistical significant level at 0.05,
   3.2 the roles of basic education board and external agencies supporting on CSR had influenced on public responsibilities on social responsibility management in secondary school with statistical significant level at 0.05,
   3.3 the roles of basic education board and external agencies supporting on CSR had influenced on stakeholders’ caring on social responsibility management in secondary school with statistical significant level at 0.05.
in secondary school with statistical significant level at 0.05,

3.4 the roles of basic education board, parent network board, and external agencies supporting on CSR had influenced on being good citizen in society on social responsibility management in secondary school with statistical significant level at 0.05,

3.5 the roles of basic education board and external agencies supporting on CSR had influenced on being good citizen in society on social responsibility management in secondary school with statistical significant level at 0.05.

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

Discussion

1. Social responsibility management in secondary school

The opinion on social responsibility management in secondary school under Secondary Educational Service Area Office (Nonthaburi) was found very high for 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 concerning 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 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 all schools stress on 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 big social issue; but the good governance has the lowest mean score although it is an important principle of organization management. The finding is corresponded with Koolkrong (2010) that social responsibility of basic school administrators under the Secondary Educational Service Area Office 2 (Nakhonpathom) was found at high level in overall. When considering 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 environment.

The overall teachers and students’ opinion on social responsibility management in secondary school on good governance was found in 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 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 respecting on 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 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 Phonphothanamat (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 school on public responsibility was found in high level. School should be scrupulous on the negative and positive impacts and outcomes of an operating public responsibility to
community and society because they can be changed to social issues. School should responsible for operational objectives and social interest. This finding is consistent with Bowen (1953) that “behavior and business procedure must be followed social guidelines”, and Wood (1991) said that “business must responsible for public area impact in width and surrounding”. In other words, it means that business must responsible for business process on public.

The overall teachers and students’ opinion on social responsibility management in secondary school on stakeholders’ caring was found in high level. Stakeholder refers to a person who involves or have a role in any operation of any organizations and they may gain or loss on mutual interest. Everyone should contribute to develop a plan, control, and coordinate organization operation so as to attain the objective determination. The stakeholder in education management context can be referred to school administrator, teacher, student, parent, 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 budget for organizing activities. Stakeholder’s satisfaction is resulted from corporate social responsibility through doing activities with each group of stakeholder (Songsi-ri, 2015).

The overall teachers and students’ opinion on social responsibility management in secondary school on community, society and environmental development was found in high level. Building a strong sense of community and society and creating a sustainable development are quite significant to drive school operation so school should organize social activities and/or participating 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 operation. Additionally, water pollution, air pollution, hazardous wastes and others are causes of global warming impact on human and ecosystem. Consequently, it is a school responsibility to improve human quality of life by handling environmental problem. Everyone in school should be responsible for maintaining 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 school on being a good citizen in society was found in 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 showing the corporates’ duty as good citizen, called corporate citizen. Hence, the ideas of CSR on this viewpoint aim to increase good quality of people’s lives or better community (Chowathanakun, 2014). Though the operation of secondary school is for non-profit mission, its operation should not be violated on human rights and people freedom and should have morality for managing the school operation.

2. Factors influencing on social responsibility management in secondary school

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 supporting on CSR had influenced on social responsibility management in secondary school in 5 aspects, namely, good governance, public responsibilities, stakeholders’ caring, community, society and environment development, and being a good citizen in society. Furthermore, they disclosed that administrators’ roles had influenced on social responsibility management in secondary school in good governance and stakeholders’ caring while roles of parent network board had influenced on community, society and environment development. These findings are consistent with Yanti (2007) who indicated that top administrators and administrators’ values had effected 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 supporting, it is difficult for lower level manager 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 school is important and crucial because nowadays education management focuses on school based management and relevant stakeholders' involvement drive.

3. Evaluation criteria social responsibility management in secondary school

3.1 The evaluation criteria and indicators in this study were synthesized from the internal and external factors influencing on social responsibility management in secondary school used for decision on quality assessment of attainment or appropriateness of resources and school operation or performance together with for judging the values of any matters reached the qualifications as required or not. (Harvey : 2004, Prommapun: 2008 Sirichai Kanjanawasee: 2011). The definition of indicators in this study corresponds with the definition given by Sirichai 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 is ranging from 0 to 5 in this study corresponds with the evaluation criteria on the internal quality assurance standards for higher education institutions in Thailand. developed by 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 evaluation criteria social responsibility management in secondary school was found that the appropriateness of process performance indicators and evaluation criteria social responsibility management in secondary school 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 social responsibility management in secondary school are able to utilize to assess the social responsibility management in secondary school corresponding with Kanjanawasee (2011) who says that the person who is responsible for the selection 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 comparing to other projects.

Recommendations

1. Recommendations for social responsibility management evaluation in secondary school
   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 operation of social responsibility management in secondary school participation
   1.4 to have criteria trial and after use evaluation for adjusting under school context and social situation change

2. Further research recommendations
   2.1 ought to conduct research on development model of school management participation in social responsibility for school management benefits and responsive to social needs.
   2.2 ought to employ the evaluation criteria social responsibility management in this study with secondary school in Nonthaburi Province in order to set standard criteria social responsibility management in secondary school in Nonthaburi Province.
   2.3 ought to conduct research on factors influencing and evaluation criteria social responsibility management in secondary school in other the Secondary Educational Service Area Offices so as to compare the similarity and dissimilarity in different provincial context and to create standard criteria social responsibility management for school district, region and nation.
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