

*The Lesson from the Educational Risk Management Experience of a
Thai Public University*

Taninrat Rattanapongpinyo

Silpakorn University, Thailand

0308

The Asian Conference on Society, Education and Technology 2013

Official Conference Proceedings 2013

Abstract

The objectives of this research were firstly, to study the situation, cause and result of educational risk and secondly, to study the lesson from the educational risk management experience of Thai public university. This research used qualitative method and studied in the form of phenomenology methodology. The data was collected from the key informants; the experienced faculty executives and the others who related to the university management of one public university by using In-depth Interview, analyzing from narrative data and applying analysis with the literature reviews to explain the occurrence.

The research found that 1. The situation of educational risk showed in the phenomenon of declining entrance students, lower graduated student quality and poor performance in educational management goals. For the educational risk cause, the risk of education in this case study came from the competition about private management approach in new born faculties that must run themselves by their own budget. The fact that they had private faculty status under the government regulation encouraged them to create commercial curriculums, whereas left out academic efficiency, personal ethic development, management system, and educational facility budget. Instead of paying attention to academic mission of giving public service to community, the faculty executives aimed to do the marketing competition to promote themselves. And for the educational risk result, all of risk causes above led them to the unproductive faculty samples because of the more consumption expenditure they used but the less effective results they got. 2. The lesson from educational risk management experience of Thai public university showed that while the executive tried to solve current problem, the vision of educational development was still unclear. The strategic policy was also dominated by the leader without having any participation or monitoring. Finally, the main obstacle was lacking internal cooperation and coordination, including having poor supervisor from university executive who set educational policy to the same direction. The research suggested that the university management executives should set the educational risk management policy from listening to community's notion. In addition, all faculties must concentrate on giving public services as a main philosophy, not promoting educational business to society.

Background

Arranging educational management of each university required many input resources such as, target and objective, strategic policy, implementation measure, facility, student and educational process for producing the educated people. These factors were influenced by the environment like a government policy, modern life style attitude and technological change. There are many risk factors that affected the situation of risk in many universities during educational management process including public university.

As regards government educational policy, Thai public university is now going to be out of system, under regulation, or in other word becoming private university. Most of the faculties of this university, especially the new born faculties tried to have more students in order to get more income to support them as they lacked government financial support. This was the turning point that leads the public university to the market competition between each of educational institutions.

The educational quality involved in educational risk management. It came from many sources like command, decentralization of administration, resource of utilization, corruption, ethical behavior, participation & monitoring and the management process of the university. When these risk factors happened, they affected the university operation and his final goal.

There were not many researches that related to this study, most of them concentrated only on the operational risk or the business risk of each organization. On the contrary, this research aimed to study the situation, cause and result of educational risk of Thai public university and to study the lesson from educational risk management experience of Thai public university by using a case study of one public university. The researcher hoped that the benefit of this discovery may be useful to Thai educational society.

The research objectives

The objectives of this research were,

1. To study the situation, cause and result of educational risk of Thai public university.
2. To study the lesson from educational risk management experience of Thai public university.

Scope of the study

1. Area scope: The area field study was located on the local public university, by paying attention to two faculties that were in semi- private university. They must run themselves by their own budget.

2. Informants scope: The key informants were the ex-experienced faculty executives and the others who related to university and faculty management.
3. Time period scope: The research study was conducted for three months from June 2013 to August 2013.

Literature Reviews

The administration of educational organization and personnel (Jomphong Mongkolvanich, 2012)

The administration of educational organization meant educational operation running by people to develop the institution management quality. The executives who had more experience must apply the suitable combination of theoretical and practical guidelines to cope with current situation, and finally lead the organization to its goal. This mission covered the academic work management, facility supporting, student activity and community relationship.

The evaluation of educational management (Pisanu Fongsri, 2011)

The evaluation of educational management was the process of making decision on the context value of educational management including media, learning, teaching, curriculum, project, quality assurance, organization and above all, people. In consideration scope of the evaluation of educational management, it can use the systematic theory to approach the compose of input, process, output, context, outcome or impact and feedback from determining guideline of evaluation.

The educational risk management (Thorn Soontarayuth, 2007)

The educational risk management was composed of management factor, activity control and educational operation process. The objectives were decreasing risk cause and reducing probability of happening risk in order to control loss to the organization acceptance level, be able to evaluate detriment number and have systematic detective to prevent risk situation by considering the implementation of organization's goal. Actually, the main purpose of educational institution is to produce the educated people.

Related Research study

Duangjai Chauytrakul (2008) researched about risk management in basic education school with two objectives. Firstly, to study the risk factors in basic education school and secondly, to study the guideline of the risk management in basic education school. The data was collected by using document analysis, interview and questionnaire of 1,415 related people. It was analyzed by using descriptive and referential statistic, factor analysis and content analysis. The result exhibited that the risk factor in basic education school consisted of five components; learning and

teaching process, finance, confidence in education, environment and safety management. Most of school could cope with risk control instrument as a risk management guideline.

Sureeluck Sararit and Thanomwan Prasertcharoensuk (2012) researched about risk management for learning and teaching in school under Khon Kaen administrative organization with two objectives. Firstly, to study risk level in learning and teaching and secondly, to look for guideline in managing the risk from learning and teaching in a case study. The instruments used in this study were questionnaire and interview of 19 school administrators and teacher. The data was analyzed by using descriptive statistic, content analysis and descriptive analysis. The outcome revealed that first, level of risk in learning and teaching was in “moderate level”, ranking in order as the supporting factor of teacher’s learning and teaching, the teacher’s learning and teaching management, and teacher’s characteristic. Second, In term of risk managing guideline of learning and teaching, the risk control should be performed, and measure for prevention should be searched.

Research methodology

1. Area selection: This study was qualitative research. It was studied in the form of phenomenology methodology. The research aimed to analyze the source of educational risk and tried to learn the lesson of educational risk management of public university from case study. The key informants were the ex-experienced executives who involved in risk management process and the related officers who were affected by the risk management measures.
2. Source of information: The primary research data was collected from the key informants; 7 ex-experienced faculty executives and others 5 people who related to the university risk management by using in-depth interview and narrative analysis as a tool. Besides, the researcher also gathered the secondary source data from literature review such as research, book and academic article.

Research Tools

The researcher used research guideline by doing In-depth Interview to collect data from key informants. In research guideline, it composed of descriptive question, structural question, compare-contrast question, direct and cross-check question. In narrative analysis, the researcher took a note and, concluded all of the informants and the related people’s word. These two-ways data must be checked in 3 forms as below,

- Creditability: accepted by reader; the result was the conclusion from real evidences. All of the participants and the related people in the educational risk management process must accept the result.

- Fitness: tested by expert, the research found fitness of general relevancy context. Risk analyst and educational expert could test how the methodology ability explained research objectives.
- Audit ability: because of using triangulation method, any researchers could have similar testing outcome. This result was concluded by other researchers who used previous data.

Data analysis

Data analysis can be classified in 2 forms;

- Daily analysis: detail analysis of educational risk in current situation.
- Overview analysis: analysis summarization of objective results.
 - Domain analysis: content analysis for each objectives; firstly, situation, cause and result of educational risk of Thai public university and secondly, the lessons from educational risk management experience of Thai public university.
 - Taxonomy analysis: identified analysis; what are educational risks of Thai public university.
 - Componential analysis: classified analysis; what are lessons from educational risk management experience of Thai public university.
 - Theme analysis: concluded analysis; how to create the beneficial approach from the research result.

The research Result

1. Situation, cause and result of educational risk

Conclusion from the data analysis collected by many sources, the situation of educational risk showed in the phenomenon of declining trend of entrance students, lower graduated student quality and reduction in employment rate, and many inefficiency and unethical staffs make poor performance to educational management goals of the case study.

In the framework study which using systematic factor approach analysis, the educational risk was caused by

- 1.1 Context: the major risk factors were first, the educational regulations such as unclear public policy about the direction of public university status, second, the unstable quality assurance policy that affected related people adjustment, and third, the market competition between each of university including the public university.

1.2 Input: the major risk factors were that the commercial tailor made curriculum from the university top management policy. It lacked people, money, and technological and innovative facilities while faced unscreened students.

1.3 Process: the major risk factors were the policy implementation, inefficient management including people, money and working system, overstuff traditional mission such as academic contribution services to community, arts and culture preservation, social development research, misguided arranging learning and teaching process.

1.4 Output: the major risk factors were unqualified and unethical graduate and worthless and unuseful research.

In conclusion, the risk of education in this case study came from private management in new born faculties that must run by their own budget when they became private faculty under the government regulation. This situation encouraged them to create the commercial curriculums whereas abandon the academic efficiency, ethic development, management system and educational facility. Instead of paying attention to the public services of academic mission to the community, the faculty executive aimed to make marketing competition.

And for the educational risk result, all of causes above led them to the unproductive faculty samples because of the more consumption expenditure they used but the less effective results they got. Some informants said that there were more money illusion in quality assurance standard for these faculties when they made manipulated key performance indicators for a high scores.

2. The lesson from the educational risk management experience of Thai public university

Studying the lesson from the educational risk management experience of Thai public university, the research indicated that after knowing the causes of educational risk, we must follow framework study about the steps of risk management, then turn to the enterprise risk management applying, and finally, mention about the model of efficiency measurement in educational risk management.

2.1 The steps of risk management

- When faculty executive got risk management policy from the university executive, they set the risk management committee by selecting close staff. The risk identification was held in the form of surrounded risk situation survey.

- In term of risk evaluation step, even though the committees changed their attitude, they didn't use any suitable method or approach process assessment, as a consequence the results came from only assumption and affected old risk problems.

- The risk management strategy required efficiency decision for making process to cope with any several levels of risk. However, the strategy was up to each officer's experience and judgment. All management plans need to be at the risk acceptance level. The risk control team must always keep an eye on risk situation.

- Other problem were hard monitoring and report of the risk management plan of executive board because the officers just presented current circumstances about how to do if anything changed. This activity may lead to higher risk level while the old risk problem was still unsolved.

2.2 The enterprise risk management applying

When the enterprise risk management applying was used to analyze this case study, all of the key informants revealed that if the top management took both top-down and bottom-up concepts to set the risk management policy from people participation, he could make the best practice for running the policy to the final goal of organization's target. All of related evidences showed that one of the key factors was the support system by the executive especially in setting reliable risk management teamwork and adapting suitable risk management planning.

The last two things that affected on changing management from the enterprise risk management applying were designing system of risk management and formulating this system to be effective. Most of the activity problems in this case study were insufficient designed system and working without monitoring. The educational risk level is higher than expectation because of lacking internal cooperation and coordination, like having poor supervisor from the university executive that set educational policy to the same direction.

2.3 The model of efficiency measurement in educational risk management

To measure the efficiency of educational risk management, the executive must focus on 4 factors; risk realization, culture change, analysis process, management experience and conclusion.

The finding manifested that the public university in this case study pay too little attention to 4 factors of educational risk management above. Having only a risk management plan could not assure successful risk controlling, it also required community participation in overall risk management, open-minded people to solve happening risk, formative and summative evaluation for risk control process analysis, lesson from risk management experience and utilization of past risk management result.

In conclusion, as regards the lesson from the educational risk management of Thai public university experience, it displayed that even though the executive tried to solve current problem, the visions for educational development was unclear and the strategic policy was also dominated by the leader without having community participation or monitoring. Finally, main obstacle was lacking internal cooperation

and coordination, including having poor supervision from university executive who set educational policy to the same direction.

Discussion

1. Research study process discussion

The research process was successful because of having clear framework & scope, using many kinds of instrument, conducting the research by efficient methods, using triangulation checking facts and data and having approved the results by related people. Anyone can use this research methodology to study other case which had a similar context.

2. Research result discussion

2.1 The situation, cause and result of educational risk

This study was not a survey research to find out the risk category like previous study but it aimed to identify what is the source of educational risk by using the CIPO tool or systematic factor approach analysis. The answer helped to understand the situation and result of educational risk.

The outcome demonstrated the same result as the other researches that public universities used reactive risk management strategy to mitigate risk effect after it happened instead of using proactive risk management strategy to prevent probability of happening risk. This method was not a good policy. It was an ineffective strategy to cope with educational risk management.

2.2 The lesson from the educational risk management experience of Thai public university

It could be concluded from the educational risk management experience of Thai public university that many informants did not pay much attention to risk management. They agreed with the same viewpoint of the university community to go together with the policy of risk management assessment because they supposed that it guaranteed the successful educational risk management.

Learning from the educational risk management experience of Thai public university, the framework of this research could be created from the risk factors analyzed by the CIPO model, studied by the enterprise risk management applying and related to the model of efficiency measurement in 4 factors of educational risk management: risk realization, culture change, process analysis, management experience and conclusion.

Conclusions and Recommendations

1. Conclusions

The research results showed that if the executives of educational management didn't pay attention to academic development as an educational institution but concentrated only on organization development in educational business, it would lead educational institution in our country to the destruction.

The situation of educational risk showed in the phenomenon of declining entrance students, lower graduated student quality and poor performance in educational management goals.

In the framework study which using systematic factor approach analysis, the educational risk was caused by risk factors from the CIPO model: Context, Input, Process and Output.

And for the educational risk result, all of risk causes above led them to the unproductive faculty samples because of the more consumption expenditure they used but the less effective results they got.

The lesson from the educational risk management of Thai public university experience, it displayed that even though the executive tried to solve current problem, the visions for educational development was unclear and the strategic policy was also dominated by the leader without having community participation or monitoring.

2. Recommendation

The research suggested that the top and middle management university executives should set the educational risk management policy from listening to the community's opinion about the educational risk assessment. All faculties must concentrate on giving public services as a main philosophy, not promoting educational business. As regards the next research, the interested researcher is advised to keep studying on how to succeed in educational risk management and which is the efficiency evaluation instrument.

Acknowledgement

Thanks for impression and cooperation from all of the informants. If this research were worth to the society, the researcher would dedicate this worthiness to all grateful and respectful related people. However, if there were any mistake in this research, the researcher would like to accept humbly and apologize for any inconvenience.

References

Chauytrakul D. (2008). **Risk Management in Basic Education Schools**. In Veridian E-Journal (Graduate school, Silpakorn University, Thailand), Vol 2, No 1.

Sureeluck Sararit & Thanomwan Prasertcharoensuk. (2012). **Risk Management for Learning and Teaching in School under Khon Kaen Administrative Organization**. In Thesis of Master degree in Educational Management, Faculty of Education, Khon Kaen University.

Thorn Soontarayuth. (2007). **The Educational Risk Management**. Thailand, Bangkok: Nethikul Printing (1991) Co., Ltd.

Pisanu Fongsri. (2011). **The Evaluation of Educational Management**. Thailand, Bangkok: Dhansuttha Printing Co., Ltd.

Jomphong Mongkolvanich. (2012). **The Administration of Educational Organization and Personnel**. Thailand, Bangkok: V Print (1991) Co., Ltd.



