

Evaluation of the Performance of the English Program Department

Venus Dennen Claver¹ and Opas Piansoongnern²

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Abstract

English Program in Thai schools is a semi-independent hybrid of Thai Program and International Program to provide alternatives for teaching and learning English language in schools. The blended concepts and specialized standards draw interests to parents, students, and teachers. It's relatively an amateur program and is becoming a trend in both private and public schools. Being a young organization, disputes arise with its performance. An evaluation research was conducted to examine the degree of the EP's organizational performance as assessed by the stakeholders and explore how can EP ensure that stakeholders will commit to facilitate a favorable EP performance. The study utilized the sequential explanatory design of the mixed method approach guided by the concepts of "Organizations, Structures, Processes, and Outcomes" (Harper, 2015) directed with Miller's (2016) blueprint of "Assessing Organizational Performance in Higher Education". Performance was evaluated for a designated unit of analysis (Miller, 2016). A thorough investigation of the functional communication among stakeholders, stakeholders' participation, and stakeholders' commitment in supporting EP provided detection that different stakeholders have different confrontations. The study can be used as a reliable foundation to acknowledge its current condition. The study may serve as a mirror for other schools with EP program to review their existing organizational performance and conceivably improve it. Other established EP departments from other schools may also share their best practices and serve as guidelines for newly established EP departments. The result of the study provided information for the formulation of favorable mechanisms to further improve the performance of the EP department.

Keywords English Program, EP, Evaluation, Organizational Performance, Communication, Participation, Commitment

¹PhD Candidate of Doctor of Philosophy in Management Science, School of Management, Shinawatra University

²Dr. Opas Piansoongnern , School of Management, Shinawatra University

1. Introduction

One of the apparent means of Thai society in advancing their competencies is by education reform through the National Education Act (NEA) of 1999 with the emphasis on English language acquisition (Kaur, Young, & Kirkpatrick, 2016). Burton (2015), Hayes (2016), and Taylor (2013) asserted the importance of English language enhancement in Thailand. This value increases the recognition of the English Program (EP) in primary and secondary schools.

EP is one of the models of English Bilingual Education (EBE) in Thailand which was established by the Ministry of Education (Keyuravong, 2010). EP is not mandatory to be instituted in every Thai school. It's also optional for learners whether to study in such program. However, its specialized standards draw interests to parents, students, and teachers.

Pre-primary level conducts subjects in English of not more than 50%. Primary levels 1-6 (grades 1-6) carry out learning in English in four subjects (English, Science, Mathematics, Science, and Physical Education). Secondary levels 1-6 (grades 7-12) uses English in all subjects except for Thai subjects and lessons that needs Thai language such as Thai law, culture, and tradition. The core subjects are taught in English language by foreign teachers similarly with International Program (Keyuravong, 2010). EP's cost is also appealing to parents since it's more affordable than the International Program. Fee for EP is appropriately determined and is checked by an appropriate authority office (Keyuravong, 2010).

EP was initiated in 1998 (Niemted, 2016) and being relatively an amateur program, it is facing many challenges. Previous researches revealed issues and challenges encountered by EP such as discrepancies in English language teaching (Suwannoppharat & Chinokul, 2015), determined resolutions to problems of English language and communication abilities (Rajprasit, Pratoomrat, & Wang 2015). Practical strategies and plans to facilitate optimal growth of English language in the country (Kaur, Young, & Kirkpatrick, 2016) were provided.

A report to the British Council pointed out that the Ministry of Education issued guidelines for the management of EP in 2001. This underlined objective of the school; school regulations in identifying qualifications of students to be accepted in the program, and requirement for acceptance; curriculum including lesson plans, activity plans, and time table; qualifications of both Thai and foreign teachers; scheme for the salary of teachers and other staff, rules and regulations for employing teachers and other staff; appropriate tuition fee; allocations to resources for learning; and available classrooms and laboratories (Keyuravong, 2010). Other important factors beneath organizational management such as stakeholders'

communication, participation, and commitment are overlooked. The scarcity of information on the consequences of the concepts of stakeholders' communication, participation, and commitment in EP on the performance of the program motivated this special study to be important in response to requirements or policies or problems with operational efficiency. Evaluation of the Performance of the English Program Department

2. Research Objectives

1. To evaluate the current organizational performance of EP;
2. To analyze gathered clear-cut narratives with regards to EP management for adjustments and improvement; and
3. To find reliable ways in ensuring that stakeholders will commit in helping EP department.

3. Definition of Terms

1. English Program (EP) – a model of English Bilingual Education in Thailand which teaches at least four core subjects in English including English Language, Science, Mathematics, and Physical Education. The classes occupy at least 15 hours per week (Keyuravong, 2010)

2. Performance – is about factors such as culture, mission, work-flow, goals, environment, knowledge, and skills all working together to produce something that is valuable. Performance, regardless of the organization that produces the performance, is about outputs or results (Dudley, 2010)

3. Communication – The process of transmitting information from one person or place to another (Williams, 2008)

4. Participation – The process of giving employees a voice in making decisions about their own work (Griffin, 2006)

5. Commitment – An attitude that reflects an individual's identification with and attachment to the organization itself (Griffin, 2006)

4. Hypotheses

- H1. Functional communication among stakeholders leads to better EP performance.
- H2. Stakeholders' participation results to improved EP performance
- H3. Stakeholders' commitment to support EP enhances EP performance.

5. Literature Review

5.1 *Organizational Performance*

Harper (2015) articulated that primary, secondary, and higher education institutions are clearly critical organizations for most of us and that their practices greatly affect key aspects of our lives. This piloted the concept of evaluating organizational performance. According to James (2012), organization performance relates to how successfully an organized group of people with a particular purpose perform a function. Miller (2016) highlighted that performance is evaluated against specific performance requirements and expectations of the organization's powerful external and internal assessment users, other important stakeholders, and the people the unit serves. The areas of organizational performance are effectiveness, productivity, quality, customer and stakeholder satisfaction, efficiency, innovation, and financial durability. Keyuravong (2010), pointed that EP must be systematically supervised, monitored and assessed at regular intervals, in order to continuously deal with any problems which, arise and to improve the quality of instruction (BEID, 2001). Accordingly, the aspects of evaluation should cover the management and the operation of the program, and the quality of teaching and learning outcomes (BIC, 2006; OBEC, 2009). Schools can evaluate EP regularly by investigating their students' learning by taking account of the grades which they obtain, and by taking the attitudes and opinions of teachers and students as well as of parents (OPEC, 2009). It was revealed that there are numerous problems in running the program. Students are confronted with their insufficient English ability which results to difficulties in their EP educational experience. The program is also confronted with unqualified Thai teachers and thus has to employ foreign teacher with the consequences of encountering lack of stable and constant participation in the operation of the program (Keyuravong, 2010).

5.2 *Communication and Participation*

Othman & Rauf (2009) provided an overview on the implementation of the innovative measurement tool, School Performance Index (SPIn) which was devised to measure operational performance of the school with the consideration of various elements such as leadership, measurement analysis, and strategic planning. SPIn interestingly expanded the factors that contribute to successful performance into 12 elements categorized under four dimensions: leadership, organizational management, educational management, and students' performance. The leadership category can be measured using four dimensions such as

vision and values; communication and organizational performance; governance and social; and responsibilities and ethical behavior. Communication is reflected by the openness of information among stakeholders which can be carried out by management meetings held by committee members with teachers and Parents-Teachers Association members Othman & Rauf (2009). Openly communicating the school's practices to stakeholders was an important factor to help promote performance. Moreover, Crawford-Patterson (2008) investigated how communication is linked to school development. It was revealed that communication of vision does not influence management planning but directly promotes and sustains academic success for students. It credited to the approach that vision was clearly and frequently communicated to all stakeholders. Different channels of communication such as team leaders, grade level, curriculum meetings, calendars, and open-door policy were devoted for discussion about academics and behavioral goals for students' success and school improvement. Nakpodia (2010) highlighted the establishment of carefully planned and efficient system of communication. It was emphasized that communication is effectively carried out to enhance discipline and that principals' and staff's constant communication to students ensure effective teaching and learning process. Karanges, Johnston, Beatson & Lings (2015) investigated the influence of internal communication on employee engagement. It was attested that both internal organizational communication and internal supervisor communication have a significant part to play in developing and maintaining optimal employee engagement. Alanezi (2015) exposed that teachers are inclined to be more committed when they are satisfied when there is a serviceable supervisor-subordinate communication.

Another study has shown that mission and vision statements are still relevant strategic management tools that can impact employee behavior and attitudes in consistence with other empirical studies (Darbi, 2012). The study recommended that management needs to put in measures to get employees acquainted with the vision and mission on a more frequent basis.

5.3 Unto Commitment

Agarwal & Mishra (2016) summarized organizational commitment with three attitudes: belief in the organizational goals and values; willingness to extend effort on behalf of the organization; and desire to remain in the organization. Dou, Devos & Valcke (2015) examined that there is a significant influence of instructional and transformational leadership on teachers' job satisfaction and organizational commitment, mediated by the indirect impact of

school climate and teachers' self-efficacy. It was seconded with Atmojo's (2015) findings that transformational leadership significantly influences job satisfaction and transformational leadership significantly influences the organization commitment. Job satisfaction is shown to have significant influence on employee performance, and organization commitment significantly influences the employee performance. Gillet, Forest, Benabou, & Bentein (2015) proved that understanding the mechanisms through which social factors relate to workers' well-being results to satisfaction which in turn strengthens affective commitment. Psychological empowerment is one of the important attributes in relation to job satisfaction and organizational commitment Khanna & Gupta (2016). Miandoab, Zare, Salar, & Shahrakipor (2016) exposed it is necessary for the managers to pay more attention to the effective organizational factors including provision of welfare facilities, decision making participation, proper relations and job enrichment. Chang & Anderman (2015) indicated that principals are more likely to be affectively committed to their school districts and more satisfied with their jobs when they perceive their superintendents as more autonomy supportive. The study suggested that superintendents should work to ensure that principals perceive a sense of encouragement, understanding, and decision-making support, especially principals with less experience in the school district.

6. Scope of the Study

With various EP in Thai schools, the research conducted a case study with one EP in a government school. The research gave attention to development accounts of the program reflecting the effect of communication, participation, and commitment to EP performance. The research conducted straightforward survey and in-depth interview among stakeholders. Gathered information will not be used to judge against the department.

6.1 Conceptual Framework

This study utilized a mixed method approach guided by the concepts of "Organizations, Structures, Processes, and Outcomes" (Harper, 2015) directed with Miller's (2016) blueprint of "Assessing Organizational Performance in Higher Education". Three noticeable dilemmas were categorically ascertained to characterize the determined predicament within the department and were established as the independent variables. The study then followed most studies of organizational performance wherein performance is defined as the dependent variable and variables that produce variations in performance are

identified (March & Sutton, 1997). The variables were then hypothesized to affect performance of the EP department.

Independent Variables

Dependent Variable



Figure 1: Research Model

7. Research Methodology and Data Analysis

7.1 Methodology

This study utilized the sequential explanatory design of the mixed method approach. The study started directly evaluating the apparent dilemmas affecting the performance of EP through survey questionnaires which were tested with a sample group with similar characteristics to the sample group in the study was try out 0.870. The gathered information served as the foundation to reflect the degree of performance of EP. The Strategic Constituency Approach, a model of organizational effectiveness, was favored to follow up the quantitative results and examine how functional communication, participation among stakeholders and stakeholders' commitment to support EP could affect the performance of the EP department.

7.2 Sampling and Data Collection

A purposive sampling of the non-probability sampling technique congregated representation of the entire EP population in one secondary Thai public school. The study brought into play the participation of 297 out of 371 stakeholders of EP. The study was able to survey 100% of the 177 EP students (Mathayom 1 = 60; Mathayom 2 = 58; Mathayom 3 = 59), 100% of 18 EP personnel (1 EP department head; 4 committee members; 1 coordinator; 1 librarian, 3 assistant teachers, and 8 subject teachers) and 59% (103) of 176 EP parents. The questionnaire was distributed to 371 EP stakeholders. The set of questionnaires were distributed to every student with a polite request to give it to their parents. 60% or 105 questionnaires were able to get back which can characterize enough representation of the parents. The survey of EP teachers and staff were administered in an informal group discussion wherein in-depth views were collected.

7.3 Data Analysis

The study followed a mixed approach based on sequential explanatory approach. The formal analysis started with the evaluation of the determined factors (functional communication, stakeholders' participation, and stakeholders' commitment in supporting EP) that were hypothesized to affect the performance of the EP department. Descriptive statistical analyses were performed on the sample groups. Since the study aimed at evaluating the performance of the EP department, respondents indicated their valuation from excellent to very poor using five levels (1-excellent; 2-Very Good; 3-Fair; 4-Poor; and 5-Very Poor.) Insights of respondents were examined in two angles using measures of central tendency. A percentage analysis was used to illustrate the performance of the EP department and was compared to a common passing rate of 50%. The result was presented by specific groups (EP personnel, parents, and students). The data obtained were statistically analyzed by using PSPP software by means of Pearson Product Moment Correlation Coefficient to assess the relationship between the determined variables. For each association, an alpha level of .05 was used for the level of statistical significance.

8. Research Results

8.1 Demographic Information

8.1.1 EP Students

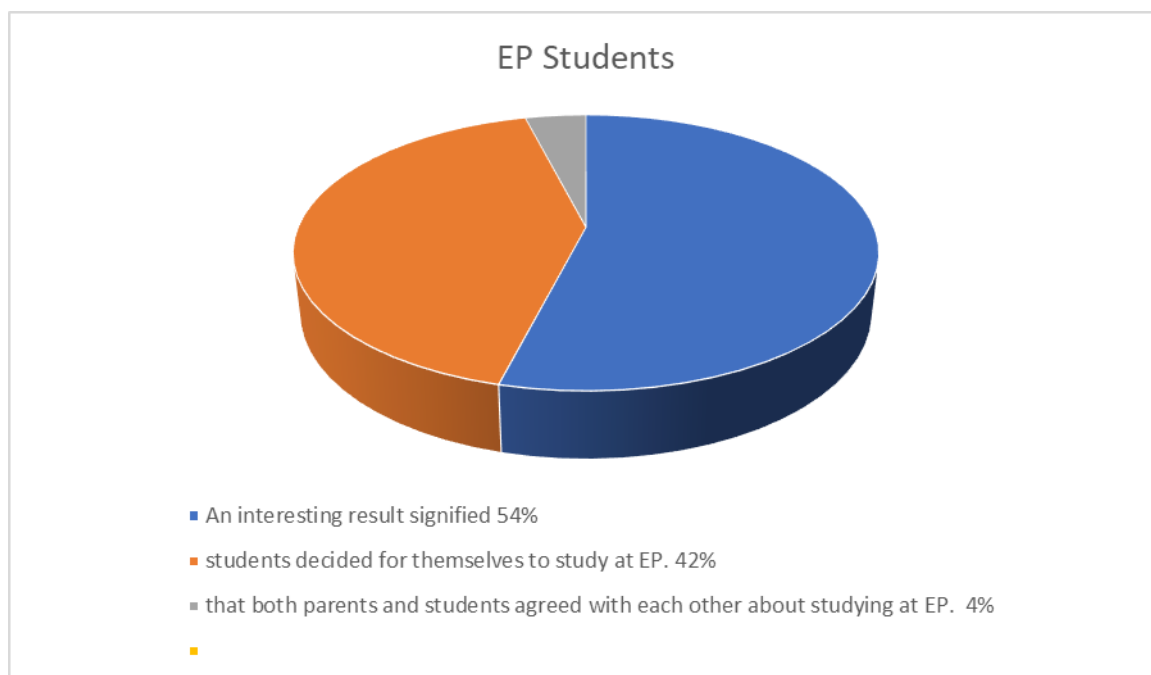


Figure 2

There are two sections in each grade level which is limited to 30 students. There are three grade levels (Mathayom1=grade 7; Mathayom 2=grade 8; and Mathayom 3=grade 9). Mathayom 1 Section 1 = 30 Mathayom 2 Section 1 = 29 Mathayom 3 Section 1 = 30 Mathayom 1 Section 2 = 29 Mathayom 2 Section 2 = 29 Mathayom 3 Section 2 = 30 Total: 177 Source: Self-Administered Survey. An interesting result signified 54% of students decided for themselves to study at EP. 42% students revealed that they were obliged by their parents to study at EP. Some of these students said that they wanted to study at the same school but at the regular program. Only 4% said that both parents and students agreed with each other about studying at EP.

8.1.2 EP Parents

61% of EP parents get acquainted with EP through recommendation. Most parents already knew each other which have encouraged them to bring their children in the same program. EP was able to attract 26% by advertisement. EP department conducts “Open House” activity within and outside the school to promote the program. 13% of the parents were directly invited by the school. 12% of parents sent two of their children to study at EP. Some EP students are relatives.

8.1.3 EP Personnel

There are 18 EP personnel; 4 committee members and the manager, 9 teachers (8 foreigners and a Thai national), and 4 staff (3 assistant teachers and 1 librarian). 7 of the personnel have worked at the EP department for 3 years and above, 4 personnel for 2 to 3 years, 5 personnel for 1 to 2 years and 2 very new personnel. 13 (EP teachers and staff) are only contractual which is renewed in a yearly basis. All the 5 EP committee are permanent and are regular teachers from the Foreign Language Department.

8.2 Performance of English Program Department

Stakeholders have differing judgment with the performance of the EP department. 17% of the EP personnel said that EP performance is very poor as compared to 50% parents who said it is fair and 50% students who believed that EP has a very good performance. An entire evaluation of the stakeholders indicated that EP performance is very good (44%), which is almost similar with 41% who said it's fair. In a way, a diminutive 8% said it's excellent against 5% who rated it poor. However, using the 50% baseline of a passing rate, EP performance failed.

8.3 Functional Communication Among Stakeholders

All the stakeholders rated the communication of EP “very good” but with less than 50% which indicates that there is a weak communication between and among stakeholders. Parents (44%) and students (48%) said that EP department clearly communicates goals and strategies to them. EP discusses its goals and strategies to students and parents during EP Open House and during registration period. 28% of EP personnel said EP is “very poor” in communicating the goals and strategies to them. This was viewed in a situation that the management communicates goals and strategies to the teachers and staff. EP does not conduct a formal orientation to teachers and staff. The ratings from the stakeholders revealed that goals and strategies are not clearly communicated and that there is no platform for the stakeholders to understand what the department is trying to achieve. Only 46% said it is “very good” while 35% said it’s “fair”. Supplementary provision was asked to further examine the condition of EP communication. Written and verbal communications are used to disseminate information. EP meeting of EP committee, staff, teachers, and students is conducted once a week which serves as time for announcements. 42% of the students said that the EP is “very good” and 30% “excellent” in communicating important information in a timely and effective manner. It’s seconded by 45% of parents who said that it’s “very good” with 13% excellent. There is a contrasting 33% of EP personnel who rated it very poor against 40% who said it’s very good. The result shows that EP has a dramatic representation that not all employees are kept informed. A written comment from some of the employees stated that they are not receiving consistent messages from the management. Sometimes, they get information from the students. With an overall illustration, 43% of the stakeholders disclosed that EP is “very good” at relaying important information in a timely and effective manner. There is a baffling 22% who rated it excellent which was carefully inspected, and the rating is from students and parents. EP communicates with parents in many ways, such as written letters, telephone calls, e-mails, and parent-teacher conferences. Communication is provided in a language parents can understand. Most letters are written in both English and Thai language. They also have enough access to the EP staff by phone, by e-mail, and in person. Some parents can visit EP office to inquire about their child’s grade and incomplete requirements. Most EP classes have “line group” where parents can communicate with each other. Parents also meet personally with other parents during EP parents’ meeting. Parents are always welcomed to visit the EP department. Some parents prefer to address their child’s issues with other students at the office. Parents can talk with their child’s teacher. Asked with the ways they prefer to receive information regarding EP-related issues, 51% like

better e-mails. 32% want written letters, 31% would like telephone calls, 22% like parent-teacher conferences, and only 12% wish for home-visits.

8.4 Stakeholders' Participation

Only 45% of the EP personnel said that EP is doing “very good” in asking them to share their ideas or suggestions on important decisions about the program. 33% rated it very poor. This contrasting set-up depicts divided employee participation. 45% of the parents and 50% of the students have “very good” experience in being asked to share their ideas and suggestions on important decisions about the program. The survey shows that parents have different valuation with how they get involved with the EP department. Only 38% said that it’s “very good” that there is an active parent-teacher organization. It has a close edge with those who said it’s fair (25%) that parents are part of the organization.

8.5 Stakeholders' Commitment to Support EP

A notable 83% of the EP personnel, 62% of parents, and 56% of students have a “maybe” position in committing themselves to support the EP. 43% of the students indicated their willingness (“yes”) in helping EP. Only 36% of the students said they will recommend EP to other students while 53% will possibly (“maybe”) recommend EP. Only 3 EP personnel said that they will be working for EP for 1 more year. Only one considered working for EP for two more years while two personnel decided to be employed by EP for three more years. 11 still can’t decide how long can they be working at the EP department.

An overall illustration puts into picture that only 40% of the stakeholders have a stronghold of commitment in supporting EP. It’s way behind 60% who said they will “maybe” support the EP department. An in-depth interview with the EP personnel disclosed that they will reinforce their support only if EP solicits their valuable support. Some even said that their feeble support was a result of disappointments of not being rewarded with their efforts. Likely, some of the parents said that they’re more than willing to support EP if they’re assistance is straightforwardly asked.

8.6 Hypotheses Testing

Table 1 *Bivariate Correlations Analysis*

		Pearson Correlation	Sig. (2- tailed)
a. Functional communication among stakeholders	Performance of the EP	.60	.000
b. Stakeholders' participation	Department	.54	.000

c. Stakeholders' commitment to support EP		.22	.000
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Correlation is significant at the 0.01 level (2-tailed)

H1. Functional communication among stakeholders leads to better EP performance.

Sig. 2-tailed level .000, confirms that there is a statistical significance correlation between functional communication among stakeholders with the performance of the EP department. Pearson's *r* value of .60 implies that there is a strong positive relationship between the two variables. It is recognized that functional communication among stakeholders leads to better EP performance.

H2. Stakeholders' participation results to improved EP performance

Sig. 2-tailed level .000, puts on view that there is a statistical significance correlation between stakeholders' participation with the performance of the EP department. Pearson's *r* value of .54 illustrates that there is a moderately positive relationship between the two variables. It is affirmed that stakeholders' participation results to improved EP performance.

H3. Stakeholders' commitment to support EP enhances EP performance.

Sig. 2-tailed .000, attests that there is a statistical significance correlation between stakeholders' commitment to support EP with the performance of EP. Pearson's *r* value of .22, denotes that there is a weak positive relationship between the two variables. It is acknowledged that stakeholders' commitment to support EP enhances EP performance.

9. Conclusion and Recommendations

It was revealed that the EP department's organizational performance is below par a straightforward percentage statistical analysis as assessed by the stakeholders. A realization has been drawn that the stakeholders had different judgment with the determined factors that affect EP's performance. It was uncovered that the EP department has never conducted a formal evaluation since it started. A thorough investigation of the functional communication among stakeholders, stakeholders' participation, and stakeholders' commitment in supporting EP provided detection that different stakeholders have different confrontations.

Students showed a sensible evaluation with how they are attached to the organization as influenced by communication and their opportunities of participation. This illustrates that the EP department into some extent keeps up a connection with their patrons (students) through preferred communication and participation mechanisms. It is with

hopefulness that students who will most likely help EP students, teachers, and personnel in making the EP department better will fine-tune to a stronger commitment as they experience better communication and participation approaches. Although students will conceivably recommend other students to study in the EP department, it is also with optimism that at the rear of an upcoming performance enhancement, students will confidently advocate the EP department to many other students.

Parents have a fair appreciation with EP's performance. As revealed by the study, parents at least have higher regards with their association with the EP department alongside students and EP personnel. This is a supporting illustration that the EP department into some extent keeps up a connection with their patrons (parents) through preferred communication and participation mechanisms. It is commendable that EP in a way is doing a suitable practice in consenting with parents to recommend the program to other parents as it was revealed by the study. Opening opportunities for parents to get involve in decision-making will provide platform for the parents to get acquainted with the EP department. This will promote responsive association which will ensure parents' commitment in supporting the EP department.

EP personnel assessed a neutral discernment with the performance of the EP department. It's an enigma to find out that there is indeed an existing communication and participation gap among EP personnel. It is not an intention of this study to investigate communication and participation barriers; however, unanticipated variables were disclosed. It is perhaps important to be aware that EP is functioned by multicultural workforce. It is with interest that the result of this study will establish an initial motivation in putting forward functional approaches in EP personnel communication and participation. It is an encouragement to the EP department to be responsive to the unforeseen disclosure that EP personnel have a very high predisposition of conceivably supporting the EP department. This is a concern that EP personnel may or may not at all obligate themselves in supporting the department.

Being selective in exploring only some factors that affect EP's performance has allowed an in-depth investigation to each factor which was primarily identified a dilemma manipulating EP's performance. The detailed results paved the way in understanding that every stakeholder has their own judgment with how each dilemma affects them individually and as a group of a stakeholder.

9.1 Research Contributions

Taking advantage of studying small groups of stakeholders has greatly provided opportunity in a more reflective analysis of their perspective and values towards the organization. It is therefore suggested that evaluating organizational performance by way of Strategic Constituency Approach can be more meaningful by not only looking into a group to represent itself. It is with recommendation that a deeper analysis of the members within each stakeholder can help in a more individual representation of responses to certain factors. Strategic Constituency Approach with its concept of recognizing the perspective and values held by multiple organizational participants (Martz, 2008) with the involvement of all the people that are somehow connected to the organization (Ashraf, 2012) can be expanded to fracturing the assessment held by organizational participants and analyzing each part of the set on how they affect the organization. Part-whole science is a principle on identifying, investigating, and using parts and wholes Winther (2011). This study offers to combine “Strategic Constituency Approach” and “Part-Whole Science” in evaluating organizational performance and in examining how contingency factors influence the organization’s performance. This way will provide a more comprehensive understanding that an individual does not represent the group (stakeholders), and the stakeholders do not represent the organization. Moreover, factors affect the members of the organization differently.

9.2 EP Performance Implications

The result of the study provided information for the formulation of the following favorable mechanisms to further improve the performance of the EP department. Functional communication is an important dynamic to achieve forceful workflow towards favorable organization performance. It must be carefully considered that an effective communication strategy with parents and students may not be as effective with the personnel. Improvement of communication among stakeholders can be facilitated by: inclusively recognizing various communication strategies which is suited to the reception of every stakeholder; using multiple channels in communicating (written, e-mail, phone, announcement boards, etc.) which is again to be customizable with every stakeholder; having a structured chain of command to provide a clear point of contact; and developing a communication calendar such as stakeholders having a meeting before the start and at the end of every semester. Cooperative participation of stakeholders will give a clearer distinction to the strategies that will drive the organization to have better performance. EP must invite and encourage parents to take part in decision making by giving each stakeholder the authority to make decisions on matters directly affecting them. EP personnel, parents and staff can all sit together and

design their rules and regulations within the department. Stakeholders' commitment will be reinforced by strengthening effective communication approaches. Commitment as well can be extended so long as the stakeholders are given the opportunity to participate in any important event in the organization coupled with the recognition of one's importance as a part of the organization.

9.3 Recommendations for Future Research

It is very much encouraged that future studies may investigate other possible factors that may affect functional communication and participation in the organization. It would be interesting to investigate barriers that affect EP communication and participation since EP can be considered a multicultural department because most of the teachers are foreigners. It would also be more precise to correlate other identified variables with predetermined variables and unexpected variables that emerge on the middle of the study. Future studies may conduct a comparative study of different EP from different schools. A comparison of EP organizational management from a private school and government school is also a proposition. Since the result of this study is aimed to be shared with the concerned EP department, it is advisable to have a follow up evaluation research with them perhaps after a year or two years.

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