

Construction and Application of School Educational Policy Communication Performance Indicators

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Abstract

While previous policy communication research focused mainly on the national level, this study explores educational policy communication at the school level and aims to construct the school policy communication performance indicators based on which the high schools' performance of the 12 Year National Education Curriculum communication is evaluated in the Kaohsiung City. At the first phase of this study, based on literature review and focused group interview results, the researcher developed the preliminary indicator model of school policy communication performance which was used to develop the Fuzzy Delphi questionnaire to consult experts and finalized the indicator model. At the second phase, 21 high schools in Kaohsiung City were surveyed with the indicator items to assess their performance in policy communication for 12 Year National Education Curriculum. Main findings can be summarized as follows: the school policy communication performance indicator model consists of 7 dimensions and 29 indicators; in average high schools' policy communication performance is barely acceptable indicating that there is still room for improvement; among three school types, pilot schools perform the best while non-pilot public schools the worst; private schools' performance is generally good but issues such as mutual communication between the school managers and teachers and teachers' participation in the decision making process should be attended more in the future. Overall, the policy communication among teachers, their perceived behavioral control and consensus regarding the concerned policy would be the most immediate areas for improvement.

Keywords: educational policy, policy communication, educational indicators, Fuzzy Delphi Metho