

ความพร้อมในการรับการถ่ายโอนภารกิจด้านการจัดการศึกษา ขององค์กรปกครองส่วนท้องถิ่นในจังหวัดสมุทรสาคร

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บทคัดย่อ

การวิจัยเรื่องความพร้อมในการรับการถ่ายโอนภารกิจด้านการจัดการศึกษา ขององค์กรปกครองส่วนท้องถิ่นในจังหวัดสมุทรสาคร มีวัตถุประสงค์เพื่อ 1) ศึกษาความคิดเห็นของผู้บริหารองค์การบริหารส่วนตำบลและผู้บริหารสถานศึกษาในจังหวัดสมุทรสาคร ต่อความพร้อมในการรับการถ่ายโอนภารกิจด้านการจัดการศึกษาขององค์กรปกครองส่วนท้องถิ่น 2) ศึกษาปัจจัยที่ส่งผลต่อความพร้อมในการรับการถ่ายโอนภารกิจด้านการจัดการศึกษา ขององค์กรปกครองส่วนท้องถิ่น และ 3) ศึกษาปัญหาและอุปสรรคขององค์กรปกครองส่วนท้องถิ่น ต่อการรับการถ่ายโอนภารกิจด้านการจัดการศึกษา ผลการวิจัยพบว่าผู้บริหารองค์การบริหารส่วนตำบล และผู้บริหารสถานศึกษาส่วนใหญ่มีความคิดเห็นว่างค์กรปกครองส่วนท้องถิ่นยังขาดความพร้อมในการรับโอนภารกิจด้านการจัดการศึกษา เนื่องจากขาดปัจจัยสนับสนุนการจัดการศึกษาที่มีประสิทธิภาพ การดำเนินงานขององค์กรปกครองส่วนท้องถิ่นของผู้บริหารระดับนโยบาย ได้แก่ การสนับสนุนทรัพยากรทางการศึกษาทั้งในด้านงบประมาณ บุคลากร การปรับปรุงกฎหมาย กฎระเบียบต่างๆ ที่เกี่ยวข้อง และการปรับระบบและกลไกการจัดการศึกษาให้มีความคล่องตัว โปร่งใส เป็นธรรมและสามารถตรวจสอบได้ โดยคำนึงถึงการมีส่วนร่วมในการตัดสินใจจากทุกฝ่าย ทั้งนี้ปัญหาและอุปสรรคในการกระจายอำนาจทางการศึกษาสู่ท้องถิ่น ได้แก่ ปัญหาทางด้านโครงสร้างองค์กรปกครองส่วนท้องถิ่น ปัญหาทางด้านการบริหารการเงินการคลังขององค์กรปกครองส่วนท้องถิ่น ปัญหาทางด้านการบริหารทรัพยากรมนุษย์ขององค์กรปกครองส่วนท้องถิ่น และปัญหาทางด้านความร่วมมือของประชาชน

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Readiness for the Transferring of Educational Mission of the Local Administration, Samutsakorn Province

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Abstract

The research on “The Readiness for the Transferring of Educational Mission of the Local Administration, Samutsakorn Province” aimed to 1) study the opinions of the administrators of the Subdistrict Administrative Organization and the educational administrators of the educational institutions in Samutsakorn Province toward the readiness for the transferring of educational mission of the local administration, 2) study the factors influencing the readiness for the transferring of educational mission of the local administration, and 3) study the problems and obstacles of the local administration for the transferring of educational mission. The results showed that the opinion of the administrators of the Subdistrict Administrative Organization and the educational administrators of the educational institutions co-confirmed that the local administration was not yet ready for the transferring of educational mission due to the lack of efficient educational supports and the appropriate operation of the local administration at the policy executive level in terms of supports for academic resources in the forms of budget, personnel, improved law and regulations together with the adjustment of educational systems and management mechanism that must be flexible, transparent, just, and accountable on the basis of mutual decision-making from every part concerned. The problems and obstacles in the decentralization of educational mission onto the local administration included the structure of the local administration, the monetary and fiscal policies of the local administration, personnel management, and the full participation of the local populace.

Keywords : Local administration / Readiness / Transferring of of educational mission.

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1. Introduction

Of all of the sixteen Constitutions, the Constitution of the Kingdom of Thailand B.E. 2540 bestowed the highest priority to the administration of local government. This Constitution and the provisions herein have given the rise to the radical reform of local government, local community, and local authorities like never before [1]. Moreover, the latest Constitution of the Kingdom of Thailand B.E. 2550, Section 14, regarding the local government also stipulates that local government is the key enterprise in providing public services as well as participating in decision-making in order to solve the local problems. The clearly stated legislation is to guarantee that the government must promote and support the local government agencies in rendering the said public services by relying on decentralization as a major mechanism. To achieve a concrete result, the provisions in Section 283 of the said constitution states that the Local Government is fully responsible for the administration of public services and has the autonomy to set up policies and to manage public services, personnel, finance, and fiscal matters with its own authority [2].

Local government is an organization that has played an important role in providing education since in the past, the present, and in the coming future due to the decentralization policy in education by the local governments as proclaimed in several important laws. As in particular, the Constitution of the Kingdom of Thailand B.E. 2550, Section 80 (4), encourages the promotion of decentralization concept by local governments in organizing and participating in local public issues. Section 289 in the above Constitution also provides that local governments have the right to education

and vocational training as deemed appropriate and pertinent to the need of the local community, and participate in the management of public education. Local government agencies are the most adjacent organizations to the local people, having vital roles in promoting the well-being and prosperity in all possible facets of the local areas including the participation in designating the direction of the fundamental education and planning for the educational development. And since the establishment of the Decentralization Committee concerning Local Government Organization in 2543, up until now, there was a slightly progress regarding the issue because of the rejection by the public network in such the intended delegation, for instance, on education transfer and public health-care, to name just a few. On top of that, the local governments themselves are also not being ready to assume those responsibilities causing the delegation to be further sluggish. Therefore, the researcher is very interested in the study of the readiness for the transferring of educational mission of the local governments in Samutsakorn province. It is expected that this research will be useful in providing information on the performance of local governments in the transfer of the educational mission and in designing appropriate plans for such a transfer.

2. Research Questions

2.1 What factors affect the readiness of the local government in the transfer of the educational mission?

2.2 Are there any differences in opinions between the administrators of the Subdistrict Administrative Organization and the education executives in Samutsakorn province regarding the educational transfer?

3. Purposes of the Study

3.1 To study the opinions of the administrators of the Subdistrict Administrative Organization and education executives in Samutsakorn province concerning the educational transferring mission of the local government.

3.2 To investigate the factors that affect the readiness of the local government in the transfer of the educational mission.

3.3 To study the problems and difficulties of local governments of relevance to the transfer of educational mission.

4. Methodology

This research examines the readiness of the local government in the transfer of the educational mission at Samutsakorn province by investigating 4 factors namely man, money, material, and management that are theoretically argued to have influence on the said issue of readiness. This particular research is considered as a qualitative research in which data were directly collected from the fieldwork of the study by utilizing in-depth individual interviews. The key informants were composed of 2 groups: the administrators of the Subdistrict Administrative Organization who are executive chairpersons, mayors and/or deputy-mayors of the Subdistrict Administrative Organizations, and the school administrators who are principals or directors, and/or head-masters/teachers at the total number of 36 persons and 15 persons respectively. The 3 subdistrict administrative organizations were selected by using purposive sampling in which they were Amphor Muang Samutsakorn, Amphor Katumban, and Amphor Ban Praew. The 36 local administrators were drawn from 12 Subdistrict Administrative Organizations located in the 3 mentioned areas of study. On the

other hand, 15 school administrators were selected from the groups of 15 schools in the same 3 areas that are Amphor Muang Samutsakorn, Amphor Katumban, and Amphor Ban Praew. The researcher purposively selected the first school administrator and then utilized the snowball sampling technique to locate the next samplers as suggested by each of the school administrator.

Research Instrument

This research employs the interview method as a research instrument. The structured research interview was constructed based on the literature reviews and the related research and documents pertaining to the area of study on the local administration's readiness for the transfer of educational mission. In structured interviewing, the researcher asks all respondents the same series of preestablished questions with a limited set of response categories. The interview questions were verified and checked by the experts to make sure that they included all important aspects, based on their connectedness to theory, in order to answer the research questions. To achieve the genuineness, the interview questions then have been tried out with the 2 of the administrators of the Subdistrict Administrative Organization and another 2 of school administrators who were not included in the target group. The results of the interview were brought back to the experts and researchers of the same interest to consider their usefulness and authenticity. After verification by the experts and the research colleagues, the interview is ready for the implementation.

Reliability and Validity

For the reliability concerns, the researcher had to make sure that the process of the study is consistent, reasonably stable over time and across researchers and methods [3]. Each time when collecting the

data, the researcher regularly and rigorously had taken notes, observed the phenomenon, and verified the data. The triangulation technique was also used to verify the data in terms of time, place, persons, and content in order to earn the validity. By relying on the interviewing and observation methods for data collection, the researcher collected data as what they emerged from the situation without contaminating the data. As suggested by Warner [4], the “natural” validity is obtained when events and settings studies are uncontrived, unmodified by the researcher’s presence and actions.

Data Analysis

Miles and Huberman [3] define analysis as consisting of three concurrent flow of activity: data reduction, data display, and conclusion drawing/verification. The researcher had been selecting, focusing, simplifying, abstracting, and transforming the data that were obtained from the local and school administrators together with the information that have been observed from the surrounding phenomenon that appeared in written-up field notes or transcription. In this case only the data that are relevant to the study were recorded and analyzed. The researcher then organized, compressed assembly of information that permitted the drawing of conclusions and a prospective course of action arising therefrom. Matrices, graphs, charts, and networks were used to assemble organized information into an immediately accessible and compact form. The content analysis was then used to analyze the data relevant to the readiness of educational transfer. Conclusions were reached by means of argumentation and peer review among the researcher’s colleagues and experts to determine their plausibility, sturdiness, and confirmability.

5. Results and Discussions

5.1 Most of the administrators of the Subdistrict Administrative Organizations believed that the local administration was not ready for the transfer of the fundamental educational mission due to the lack of academic knowledge and operative personnel. Most importantly, each local government had a different capacity in terms of budget and management in which it might create an educational imbalance among the local areas. Those school administrators who held forth on the opposition of transferring attempt also viewed that the local administration was not yet ready for such a mission. They saw that local administration might not be able to manage the educational services as good as the Education Ministry. Their most concerns were laid on the Subdistrict Administrative Organization . Moreover, there were uncertainties and worries about morale, welfares, salary, job security, as well as career growth. They were afraid that education might ultimately turn to be one of the political issues. There were also bad news concerning corruptions taking places in various local governments. The school teachers suspected that local government might mismanage the educational budget once it had a chance to put its hands on it.

The group of the administrators of the Subdistrict Administrative Organizations echoed that the local administrations were not ready for the transferring of educational mission because the Transferring Act B.E. 2542, Section 30, stipulated clearly that the educational transfer must be accomplished within exactly ten years period. They were worried that both the providers of the transfer and the receivers of the transfer (the local government) might not be ready for such a mission. On top of that, the Local

Council and Local Government Act B.E. 2537, amended B.E. 2542, has loosely stated on the functions of the local administration. Therefore, it was difficult to proceed with the required procedural matters and might, in worst-case scenario, lead to the unintended conflict between local government and the school district. The school administrators were also lack of trust on the part of local administrators. In order to reduce the gap between the administrators of the Subdistrict Administrative Organizations and the school teachers, the concerned agencies, be it Education Ministry, should designate the policy, roles, and operational guidelines necessary for the transfer. After the local administration has been assigned with the educational transfer for a certain period of time, there should be an assessment on the result of the transferring being done by the Office of National Education Standards and Quality Assessment in terms of the curriculum and management.

“The local administration is not ready for the transferring of the educational mission. The stark fact is that the educational policy, the core educational curriculum, stratification, and educational content and learning standards are all designated by the central government. The local administration is still in short of academic knowledge and personnel to handle such the attempt, and most importantly, the local administration possesses different capabilities in terms of budgets and management in which they can cause the educational imbalance in each area” (Interviewed the local administrator, September 7, 2011).

“The subdistrict administrative organization is not yet ready due to the number of personnel and the school’s attitudes derived from the school directors. The teachers also are not ready for the educational transformation. The local areas not

only lack of sincerity for the transfer but also of strong commitment for such a matter” (Interviewed the local administrator, September, 7, 2011).

This proposed matters were in congruity with Ampon Kamjom [5]’s research on “Basic Educational Preparation Management of Nongjom Tambon Administration Organization, Sansai District, Chiang Mai Province” which discovered that the Nongjom Local Administration had a readiness on providing educational services based on experience on educational management supports in terms of education institution and funds raising for educational purposes. However, the mentioned unit suffered from the lack of strategies in the following issues namely; the preparation for the readiness, organization and personnel management, administration and management of education, and survey for the opinion of the constituents who were engaged in the education management of the district administration. In the similar vein, the work of Wimonmal Srihongthong [6] on “Readiness for Educational Management of Medium Size Tambon Administration Organizations in Chiang Mai Province” showed that the ten medium size district administrations in Chiangmai province had the readiness on the part of experiences of the Subdistrict Administrative Organization in having the involvement in educational management support. The district administrations were, nevertheless, lacking of the preparatory or educational development plans, organization and personnel management, education administration and management, proportionate income for education management, illiterate personnel on educational management, and a meager budget. In the same manner, Jessada Sarutisut [7] investigated the “Role of Municipalities Upgraded in B.E. 2542 for Educational Management : A Case Study of

Uttaradit Province” and reported that the municipality has been given the priority on the education management and the basic infrastructure. At present, all the 14 municipalities have not yet been transferred of the education mission. As a result, there was no school under the supervision of the municipality. The research undertaken by Chatichai Jatpiyawat [8] on “The Potential of Tambon Administrative Organization in Education Management on National Education Act B.E. 2542”, with the objectives to explore the potentials of the Subdistrict Administrative Organization levels 1 and 2 in education management, analyzed both the personnel and organizational factors in which the focused areas were in the metropolitan periphery that included Pathumthani, Nakornprathum, Samutprakarn, and Nonthaburi province. The research result indicated, in the same direction as the above, that the potentials of the Subdistrict Administrative Organization level 1 and 2 on education management based on the National Education Act B.E. 2542 were still low. The research also confirmed that the readiness in terms of educational budget, resources, and experience on education management of the district administration, as being understood by the presidents of the Subdistrict Administrative Organization councils and the deputies of the district administrations, were at low level.

5.2 Most of the administrators of the Subdistrict Administrative Organizations and school administrators in Samutsakorn province saw eye to eye on the factors influencing education management of the local administration were the administrators at the policy level to whom should support educational resources in forms of sufficient and timely budget and personnel. There must be an adjustment in relevant laws and legislations so that the education

institutions could have the autonomy, flexibility, and efficiency in their operations. There must be an arrangement for support, supervision, and follow-up for the educational institutions with efficiency and justice. The decentralization plan must be clearly stated and support the basic education institutions to become successful legal entities in accordance with the intention of the National Education Act B.E. 2542. There must also be an adjustment on the system and mechanism of education management to be flexible, transparent, fair, and accountable by considering the participation in decision making from everyone concerned. Praise and respect those individuals and/or communities taking part in educational management. Prepare for the readiness and recruit personnel who were capable of the operation with high efficiency. Organize the referendum for the most important procedure in the management in order to encourage the genuine participation in education management.

“The capacities of each local administration are not the same whether in terms of budgets, personnel, and/or equipment. There are just a few Subdistrict Administrative Organizations that enjoy as much as 200-300 millions baht budget. Therefore, it’s totally up to the capacity” (Interviewed the local administrator, September 24, 2011).

“The Thai Constitution proclaims that the State must be responsible in providing the basic education. In this respect, there is no need to transfer educational mission to the local administration. The government has the legitimate right to expand or establish a new educational institution according to the law. The transferring of educational matters requires an adjustment both in terms of personnel development and budget allocation in response to the future and the readiness of the local administration. On top of that, there must be cooperation from

the concerned units to develop education in the local areas” (Interviewed the school administrator, September 24, 2011).

The results from the researches could be used to analyze factors that affected the education management of the local government on the transfer of basic education mission based on the readiness principles that there must be an agency to take charge on the local educational management by encouraging schools to improve their standards and by speaking on behalf of the parents. Local populace must energetically participate in educational management. The decentralization should empower the local education institutions to handle the activities with flexibility and freedom. The schools should be able to arrange the education and training with an aim to promote employment in which the students could be developed and, at the same time, could be able to get a job. Economic community could be linked with the emphasis on education management that, in all aspects, linked with the way of life of the community. Each community could develop various curriculums that fit with its need, connect the old and new technology, and cooperate with business entities, communities, and private sectors. The undertaken efforts would make education management to be in line with the need of the community and to build competent people into the community as well. In order to avoid the obstacle in the transfer of education mission, there must be a preparation for the readiness and a provision for an understanding with the personnel and stakeholders, and a creation of a recognition and realization on the importance of participation at the highest capacity. The referendum must be done in which it should cover thoroughly among local community, private organizations, parents, and students in stead of obtaining information only from the bureaucrats. In

the past, there was neither an understanding among the stakeholders nor among academic personnel. The decentralization of education matter would be successful if the receiver of the education transfer was ready and wholeheartedly desired for such the transferring. Thus, the main consideration in the academic delegation that every individual must participate for the future of the country was the control of quality standard of the education in order to prevent any possible inequality among communities. People and social sector should participate in education management that was appropriate and suitable to the need of the community. The avoidance of the conflict of interest and the intervention from the local politics must also be a key. The education management must always be in connection with the economic community. The education delegation should truly develop the learners who were equipped with the ability in finding jobs; and prevent the malpractice in the delegation of education which was usually considered as the by-product of the decentralization to the Subdistrict Administrative Organization.

The research of Manasanan Rodchoejeen [9] was also congruent with the above argument. She studied “The Preparedness for the Management of Pre-Primary Schools of Tambon Administration Organizations in Samutsakorn Province”, and found that 1) the internal and external environments that supported the education management of the pre-primary education of the Subdistrict Administrative Organization were attitudes, educational cooperation, and the participation from the local population. For the knowledge factors, the personnel awareness regarding education management and resource management for education management including the support from other governmental units were all not ready to support the readiness

in education management, 2) the readiness in educational management of the pre-primary education of the Subdistrict Administrative Organization was at the moderate level; the average readiness in educational management in such a factor of organizational structure preparation was at the low level; factors with regard to the administrative systems for educational management, educational personnel development, and educational network system preparation were at the moderate level, and 3) environmental factor concerning academic management knowledge, educational information awareness, the relationship between attitudes toward educational management and cooperation in educational management with the educational readiness was at a low level; factors with regard to personnel resources for educational management, participation from local population, and support from other official units had a moderate level of relationship with the readiness in educational management.

5.3 The problems and obstacles as being perceived by the administrators of the Subdistrict Administrative Organizations and school administrators in Samutsakorn province on the decentralization of education onto the local administration included the organizational structure of local administration, monetary and fiscal policy management of local administration, personnel management, and people participation. The organizational structure problems were comprised of the redundancy of authority between local administration and the regional administration management in terms of power, missions, budgets, and coordination; overwhelming supervision upon local administration by political groups and state authorities especially on the policy and planning designation that was not

symmetrical with the need of local people, and/or the impracticality of the policy itself. The monetary and fiscal problems of the local administration in the pursue of various missions, mostly with regard to the inadequacy of the budget to provide appropriate public services as required by the law. The personnel management problems in which it was inefficient and not being able to utilize its full potential. The people participation problems that were considered as a major component in local administration, the self-administration regime being known as “for the people and by the people concept.” In practice, it was evident that there was a little participation from the local people. The only participation from the local people was witnessed in the form of an election for the local administration councils and the local administrators. Without rigorous partake from the people, the local administration was frail, uncooperative, uninterested by the people; and these incidents have led to common causes of the unsuccessfulness of Subdistrict Administrative Organization. These problems could not be solved if the archaic paradigm of thought was still being in place.

The analytical solution obtained from the research could point out that in order to solve the academic management problems, the education institutions, with the autonomy in academic development, hereby was the local administration should continuously and appropriately cooperate and support academic activities undertaken by the schools. The local administration should be staffed with competent personnel who were well-versed in educational matters. For the budget management issues, the local administration still did not prepare for the financial, supply, and accounting systems that were transparent and verifiable. Therefore, the local administration must allocate adequate amount

of money for the appropriate and highly qualified educational management. The local government must set priority on acquiring revenues to be used for supporting the educational management in various education institutions with justice and equality. On the part of personnel management problems, the transferring of personnel to local administration must be accomplished on the basis of voluntarism. The local administration's personnel management committee must compose of representatives from educational institutions. The personnel management of the local government must be transparent, flawless, and fair.

“In order to solve the academic management problems, the local administration should have the ultimate authority over the educational management and development matters. The local administration must consistently and continuously support all possible academic activities initiated by the schools. Besides, the local administration must be well equipped with the most competent personnel together with the appropriate budget to run the courses. There must be also a definite plan specifying how and where to find the money and a transparent and accountable auditing system to verify how the budget is utilized. The transferring of educational personnel must be accomplished on a voluntary basis. The personnel management committee must include experienced people from educational institutions” (Interviewed the school administrator, September 24, 2011).

This was consistent with the research done by Trunporn Kuntaroj [10] who studied “The Readiness of Tambon Administrative Organizations in Educational Management: A Comparative Study of Makok Tambon Administrative Organization and Pakbong Tambon Administrative Organization, Amphoe Pasang, Lamphun Province”, and found

that factors affecting the readiness on education management missions of Makok and Pakbong district administrations included policy, and state legislations pertaining to the transfer of education management onto Subdistrict Administrative Organization in which they were not clear and steady. The relevant agencies in the transfer had no serious intention to create readiness for the district administration. Most of the providers of the transfer had strong attitudes that the educational qualification of the executive committees and membership state of the local administration were considered as limitation on the education transfer effort. When considered the capacity of Makok and Pakbong district administrations, there were evidences to believe that budget was the major problem. Both of the mentioned district administrations had a very few budget. They could not afford to hire educational personnel and, to make a matter worse, could not fully support educational projects. The executive committee and members of Makok Subdistrict Administrative Organization were still lacking of academic vision, and they understood that the Subdistrict Administrative Organization had the functions only on the development of basic infrastructure and the occupational support projects. These incidents were perceived as obstacles and problems for the preparation toward readiness in the transfer of education management at Pakbong district administration. For the Makok district government, even though it had a budget problems, the executive committees and members of the district government were very enthusiastic in participating in the education management. For instance, there was an establishment of district education center project. Moreover, the local people of Makok community had constantly participated in various types of required activities of the district

administration. There was also a close follow-up attempt on the project operation being done by the unit. As a consequence, it was plausible to conclude that Makok Subdistrict Administrative Organization was much more ready than Pakbong Subdistrict Administrative Organization regarding the readiness to participate in the education management.

6. Suggestion on Policy Perspective

6.1 The Local Government should render the autonomy concerning academic development onto the education institution and should continuously and adequately support and participate in all possible school's activities. The administrators of the Subdistrict Administrative Organizations should not only delegate the authority to the education institutions so that they could manage their own educational matters but also seek out for personnel who were competent in educational issues to partake in the education management. This was to provide trust among teachers in the education institutions.

6.2 The Local Government should proceed with the finance, accounting, and supply systems with transparency and accountability. The priority should be placed on the unrelenting acquisition of revenues to systematically and equally support the educational management. The increased and steady effort should include finding much more of the budget for educational management matters. The administrators of the Subdistrict Administrative Organizations must give their full attention on the aforesaid aspects.

6.3 The transfer of education management should be undertaken on the basis of voluntarism.

The personnel management committees must comprise of representatives from the educational settings. The administrators of the Subdistrict Administrative Organization should provide trust in personnel management regarding merit, justice, and fairness. The education institutions and community must partake in the personnel management.

6.4 The Local Government must designate operative guidelines in accordance with the attached conditions stipulated in the Ministry of Education's legislations with regard to principles together with the assessment methods to evaluate the readiness on education management of the local administration, B.E. 2547 by setting up rules and procedures in forms of legislations and/or ministerial announcement to gain confidence among those concerned as follows:

6.4.1 The local administration should delegate authority regarding budget management, personnel management, and general operational management to education institutions to manage independently and in accordance with national education policy and standard. At present, the education institution under the supervision of the local administration was not considered as juristic entity. If the education management transfer were going to take place successfully, legal entity status of the education institution was required so that the education institution could proceed with its own mission freely, flexibly, and efficiently. These definitely had a major impact on the quality of the education rendered.

6.4.2 The local administration must rearrange for the necessary and appropriate internal organizational structure for the education management. The professional personnel with suitable number of individuals were required.

6.4.3 The local administration should provide a consulting committee in education management of the local administration having duty to propose the policy, guidelines, procedures, and standards in the management and administration of the education. The committee must compose of those constituents and/or stakeholders.

6.4.4 The local administration should provide personnel management that was in compatible with official teacher management and state educational personnel management.

6.5 There should be a referendum on the law or guidelines concerning the transfer of education management of those under the supervision of the Ministry of Education to those under the supervision of local government. The attempt should be undertaken by agencies who oversaw the local administrations or, even better, by those local administrations themselves. As always expected, all of the stakeholders should actively participate in this effort.

6.6 The local government should handle the public relations with regard to the movement on the decentralization issue and inform the public at large over this matter from time to time. The unit must present the true nature of the information with stark facts so that the stakeholders could utilize these data to ease in their decision making concerning the state decentralization. This was to expect that teachers and other educational personnel would understand and be pleased, and as a result, be willing to comply with the policy smoothly without difficulties.

6.7 The public relations on the roles of local government in providing fundamental education

should be supplied to those constituents including local people to encourage them to take part in the management of the education, B.E. 2542. It was expected that they would understand and realize the true nature of education management and this effort was also compatible with the aims of the Constitution and the National Education Act B.E. 2542.

6.8 There should be training courses to upgrade knowledge on the basic education management for those local executive administrators, members of the local administration councils, including officers in the local governments to have the same understanding and operational direction toward the subject of concern.

6.9 The Office of the High School and Primary Education had a duty to be responsible for the intensive and closed follow-up on the following matters, namely; management, policy designation, principles, and education management process of the local administration. The assessment results must be submitted to the local administration committees in due time appropriate. There must also be meetings and/or seminars to solve the problems in every period of the reports. These seminars and/or workshops were co-organized by local administrators, officers, and school executives and having as well officers from the Office of Basic Education as executive officers to participate in the programs.

For the management of education institutions, school administrators and teachers must sum up the overall operation of the institution in terms of progress in academic achievement, curriculum, principles, methods, learning processes, problems and/or obstacles including how to solve them. Could the school administrators and teachers

solve the problems by themselves? There must be meetings among groups of schools or among the school administrators, including teachers who were the heads of subject groups and having also educational supervisors and educational district directors participated in the program. The end results should be crystal clear, for instance what kind of problems should be corrected by the school, what problems should be solved by the education district agency, and finally what problems should be solved by the local administrations.

7. Suggestions for future research

7.1 This research collected the data from the two groups of key-informants: the administrators of the Subdistrict Administrative Organization and the school executives in Samutsakorn province. The data gathered represented only a small fraction of the whole universe of the population. Next research on the readiness for educational management transfer of local government should cover attitudes from the people and those concerned personalities in basic education management such as officers from the Ministry of Education, teachers, parents, as well as students. These attempts would lead into a deeper analysis of the research problems.

7.2 The methodology in terms of the utilized research tool should include another techniques besides the interviewing, for instance, sample meetings and seminars including direct behavioral observation in the setting up of other styles or types of basic education management established and/or implemented by another local governments such as municipality and provincial administration agency in order to provide a prototype for the local governments to organize their own basic education in a much more efficient manner.

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