CHAPTER 3
RESEARCH METHODOGY

This research aims for developing strategies contributing to success in transferring schools in the upper northern region. The content analysis is conducted based on the data collected from concepts, theories, documents, interviews, and relevant research. The result from the analysis is then utilized for developing strategies contributing to success in transferring in the upper northern region. In order to reach the research objectives, the researcher determines the research methodology as follows:

3.1 Population and Sample

3.1.1 Population

The population studied in the research can be divided into two groups: (1) a group of the local government organizations consisting of seven provincial administrative organizations, three subdistrict municipalities, and two subdistrict administrative organizations in the upper northern region that have proposed for being assessed on their readiness and are approved on conditions and (2) a group of 21 schools – nine secondary and 12 primary – under the local government organizations transferred from the Office of the Basic Education Commission in the upper northern region.

3.1.2 Main Informants

Due to the fact that units of analysis derive from the local government organizations and schools under the local government organizations transferred from the Office of the Basic Education Commission, data are collected from main informants working for those organizations. Main informants consist of:

(1) A group of the local government organizations consists of 29 chief administrators of the local government organizations and directors of education division. (2) A group of schools consists of 14 school directors, teachers who are in charge of the transfer and teachers who are in charge of organizational policies, plans, budget, and other supporting resources.

3.2 Research Design

This research employs both quantitative and qualitative concepts and procedures in collecting data in order to completely achieve research objectives. The research design is identified as follows:

3.2.1 Research Methods

For the research methods, the researcher determines the methods in natural situation. The researcher collects data gained from the interviews in the local government organizations and schools under the Office of the Basic Education Commission in the upper northern region.

3.2.2 Data Analysis

The research is conducted mainly based on the content analysis by which the data are arranged and classified systematically. After that, the data are interpreted, linked, reduced, extracted, and summarized (Scott, 2006) on the basis of inductive analysis through observing related contexts, personnel performance in involved organizations, and a set of proper documents. The general truth is inferred from specific one in order to gain summaries.

3.2.3 Research Data

This research is conducted mainly based on qualitative data which do not deal with numbers or quantitative manner. The data, however, are collected from the interviews and document analysis resulting in descriptive data, eventually. Nevertheless, the quantitative data cannot be entirely rejected. They are still combined in order to obtain inclusive data which are able to be analyzed, discussed, and illustrated.
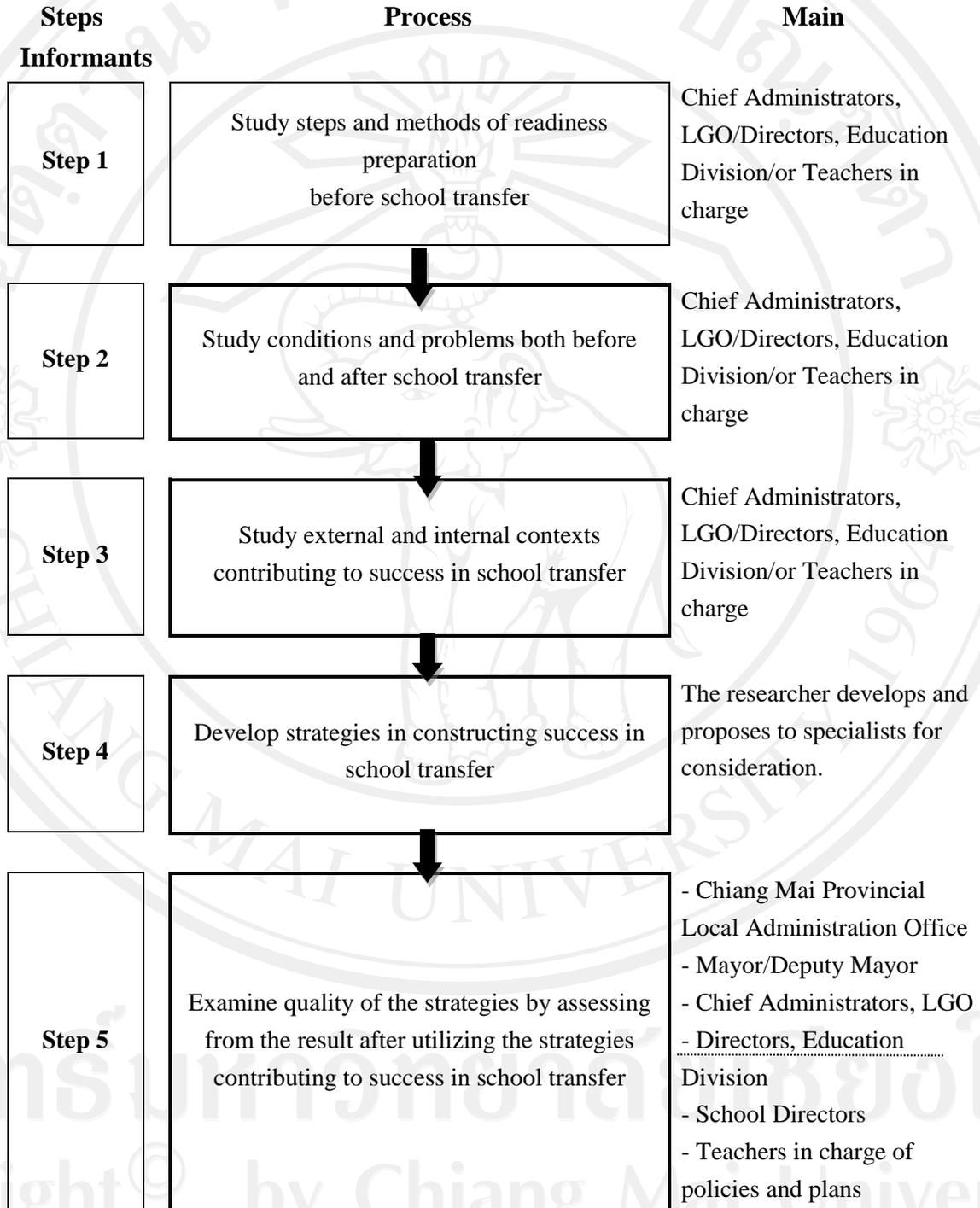
3.2.4 Data Collection Instruments

There are two types of instruments used in collecting data which are:

Set 1 is an interview form used in collecting data about steps and methods in preparing readiness before the transfer, conditions and problems both before and after the transfer, and internal and external contexts contributing to success in school transfer. This instrument is quite flexible in that the researcher has designed question structures for the interview in advance in order to serve determined research objectives. However, the questions are sometimes adjusted in real interviews for the sake of their being proper to the situations based on the research objectives.

Set 2 is a set of SWOT analysis and SWOT Matrix. It is used to analyze strengths, weaknesses, opportunities, and limitations occurring.

3.3 Research Process

The research process is divided into five steps shown below.

Steps Informants	Process	Main
Step 1	Study steps and methods of readiness preparation before school transfer	Chief Administrators, LGO/Directors, Education Division/or Teachers in charge
Step 2	Study conditions and problems both before and after school transfer	Chief Administrators, LGO/Directors, Education Division/or Teachers in charge
Step 3	Study external and internal contexts contributing to success in school transfer	Chief Administrators, LGO/Directors, Education Division/or Teachers in charge
Step 4	Develop strategies in constructing success in school transfer	The researcher develops and proposes to specialists for consideration.
Step 5	Examine quality of the strategies by assessing from the result after utilizing the strategies contributing to success in school transfer	- Chiang Mai Provincial Local Administration Office - Mayor/Deputy Mayor - Chief Administrators, LGO - Directors, Education Division - School Directors - Teachers in charge of policies and plans

The detailed steps are as follows:

3 . 3.1 Step 1 : Study steps and methods of readiness preparation before school transfer

The researcher studies the readiness preparation before the transfer of the local government organizations and schools which consists of:

(1) Readiness preparation before the transfer of the local government organizations consisting of seven items as follows:

(1.1) Operation for the transfer preparation consists of:

(a) Time determination of receiving school transfer

(b) The number of schools and educational levels that can receive the transfer

(c) Duty determination and assignment to those responsible

(1.2) Budget for the transfer preparation consists of:

(a) Budget preparation and sources

(b) Other budget supporting sources

(c) Other resources preparation

(1.3) Document preparation

(1.4) Coordination with external organizations

(1.5) Data base production

(1.6) Other projects for readiness preparation

(1.7) Understanding generation on relevant rules and regulations

(2) Readiness preparation before the transfer of schools consisting of seven items as follows:

(2.1) Operation for the transfer preparation consists of:

(a) Policy determination for the transfer

(b) Time determination of the transfer

(c) Duty assignment to those responsible

(2.2) Budget for the transfer preparation consists of:

(a) Budget preparation and sources

(b) Other budget supporting sources

(2.3) Document preparation

(2.4) Coordination with external organizations

(2.5) Data base production

(2.6) Other projects for readiness preparation

(2.7) Understanding generation on relevant rules and regulations

The data are collected by interviewing main informants from the local government organizations and schools.

3.3.2 Step 2: Study conditions and problems both before and after school transfer

Conditions and problems both before and after the transfer of the local government organizations and schools are identified as follows:

(1) Conditions and problems of the local government organizations are listed in detail below.

(1.1) Conditions and problems found before the transfer consist of policies in receiving the transfer of the local government organizations, education management, organizational structures, and economic conditions and problems.

(1.2) Conditions and problems found after the transfer consist of personnel operation, teaching and learning management, and personnel benefits.

(2) Conditions and problems of schools are listed in detail below.

(2.1) Conditions and problems found before the transfer consist of the followings:

(a) Budget or income of schools

(b) Concern about the rights, benefits, and professional advancement

(c) Estate, buildings, and schools

(2.2) Conditions and problems found after the transfer consist of the followings:

(a) Juristic status and duties and roles according to new organizational structures within the local government organizations

(b) Personnel management

(c) Estate, buildings, and schools

(d) Obedience to relevant regulations

(e) Participation in activities with the Office of Educational Service Area

Data are collected by interviewing main informants from the local government organizations and schools.

3.3.3 Step 3: Study contexts contributing to success in school transfer in the upper northern region in terms of relevant factors resulting in the success in school transfer which are:

(1) Policies of the local government organizations consist of four minor factors as follows:

(1.1) Education management policies of the local government organizations

(1.2) Revision of organizational structures or missions to be in accordance with education policies

(1.3) Management resource preparation

(1.4) Knowledge and understanding construction among personnel and stakeholders

(2) School policies consist of four minor factors as follows:

(2.1) Awareness of education management policies of the local government organizations

(2.2) Awareness of internal structure preparation within the local government organizations in order to prepare for school transfer

(2.3) Knowledge and understanding construction among personnel

(2.4) Readiness preparation plans on management resources

(3) School contexts that are obstacles in teaching and learning management consist of four minor factors shown below.

(3.1) Decreasing number of students

(3.2) Lack of personnel

(3.3) Lack of budget

(3.4) Lack of buildings and educational materials

(4) Participation of stakeholders consists of three minor factors shown below.

(4.1) Support and acceptance in school transfer

(4.2) Giving precedence to administrative decentralization

(4.3) Participation in developing school curricula, especially local ones which need several experts and scholars in local wisdom, art, and cultures

(5) Societies and cultures in an educational area consist of four minor factors shown below.

(5.1) Social change due to globalization

(5.2) Guardians and people's value on their children's education within an area

(5.3) Reputation of schools and their utilization of educational technologies

(5.4) Birth control and departure from their homeland to work in other areas

(6) School transfer policies of the state

(7) National economy

(8) Political situations consist of two minor factors shown below.

(8.1) Political situations at the national level

(8.2) Political situations at the local level

(9) Security in bureaucratic profession

Data are collected by interviewing main informants from the local government organizations and schools.

3.3.4 Step 4: Develop strategies in constructing success in school transfer. There are two types of strategies which are the strategies contributing to the success of the local government organizations and the strategies contributing to the success of schools. The steps are as follows:

(1) Study guidelines in developing strategies from the concepts of strategic planning for schools proposed by Kotler and Murphy (1981) and relevant research conducted by Yotfah Ratchamanee (2011), Jittraporn Yaisin (2006), Dusit Somsri (2008), Parichart Buacharern (2008), Phaiboon Phosuwan (2008), Sukanya Chamchoi (2009), and Patcharakrit Puangnin (2010).

(2) Study procedures on constructing strategies contributing to success in school transfer, seeking strategies by utilizing SWOT Matrix, and developing indicators in order to measure the level of success of the strategies proposed by Kitti Boonnark (2006: 111-120, 157-160).

(3) Collect data obtained from in-depth interview to draw conclusion, analyze, and synthesize for developing strategies and action plans constructing success in school transfer.

(4) Take the data from analyzing external and internal contexts into the practice of SWOT Matrix.

(4.1) Pair main strengths and main opportunities (SO) in order to find proper strategies by employing existing strengths to gain most opportunities.

(4.2) Pair main strengths and main threats (ST) in order to find proper strategies by employing strengths to avoid threats.

(4.3) Pair main weaknesses and main opportunities (WO) in order to find proper strategies by decreasing weaknesses to increase opportunities.

(4.4) Pair main weaknesses and main threats (WT) in order to find proper strategies by decreasing weaknesses to avoid threats.

(5) Consider and select main strategies, minor strategies, and key performance indicators both for the local government organizations and schools.

(6) Produce a manual in utilizing strategies for the local government organizations and schools.

3.3.5 Step 5: Examine quality of the strategies by assessing from the result after utilizing the strategies contributing to success in school transfer

The researcher takes strategies and developed evaluation forms on their utilization into practice with the local government organizations and schools in Sansai District for two months. Then, the stakeholders are invited to take part in assessing in the form of focus group. The focus group consists of 18 people. The first group is from school consisting of eight people who are school directors and teachers in charge of planning; the second is from the local government organizations consisting of ten people who are Chiang Mai Provincial Local Administrator, mayors, deputy mayors, secretaries to the mayors, municipal clerks, deputy municipal clerks, chief of the Education Subdivision, and educational technical officers. Personnel from both groups have freedom to express their opinions strategy by strategy in terms of its feasibility and propriety.

3.4 Research Tools

The research tools used to collect data are constructed and validated as follows:

3.4.1 Data Collection Tools

There are two sets of tools used to collect research data.

(1) Interview forms used to investigate on how to construct success in school transfer in the upper northern region consist of the interview form for personnel in the local government organizations and the interview form for school personnel. These two forms contains similar content consisting of five parts of questions.

Part 1 contains the list of questions about informants' information.

Part 2 contains the list of questions about readiness preparation for school transfer.

Part 3 contains the list of questions about conditions and problems both before and after school transfer.

Part 4 contains the list of questions about contexts contributing to the success of school transfer.

Part 5 contains the list of questions about suggestion or comments on generating success in school transfer.

(2) Issues on assessing the utilization of strategies contributing to success in school transfer in the upper northern region consist of assessments of strategies for personnel in the local government organizations and schools. Both groups are assessed on similar main issues but on different minor ones or practices.

3.4.2 Construction of Research Tools

The researcher consturcts the research tools as follows:

(1) Construction of interview on how to generate success in school transfer in the upper northern region is as follows:

(1.1) Study conceptual frames on school transfer from the manual of assessing readiness in primary education management of the local government organizations written by the Office of the Basic Education Commission, Education Ministry (2009), and research related with school transfer or education management of the local government organizations conducted by Samlee Kengthong (2000), Kanchana Phasuraphan (2002), Kasetsart University (2002), Nittaya Ngern-prasertsri, et.al (2003), Waritsara Kamneungtham (2003), Suchart Srisophaporn (2003), Somporn Soonthornyart (2005), Kosol Soonthangkool (2006), Montha Khiewsa-ard (2006), Wanlop Lumpie and Phanthep Withit-anan (2006), Office of Educational Inspector, Region No. 8 (2006), Chalerm Pluppleungphrai (2007), Yongyoot Yaboonthong (2008), Sunthiphatphong Somkham (2008), Phasin Tangjuang, et.al (2009), and Phichai Janchana (2009).

(1.2) Study conceptual frames on strategic plans and management by applying SWOT Matrix into strategic acquisition, and indicator construction in order to measure success of strategies from the research conducted by Kitti Boonnark (2006), Yotfah Ratchamanee (2011), Jittraporn Yaisin (2006), Dusit Somsri (2008), Parichart Buacharern (2008), Phaiboon Phosuwan (2008), Sukanya Chamchoi (2009), and Patcharakrit Puangnin (2010) who study about strategic plan production, strategic management, and educational strategy management.

(1.3) Determine interview frames to cover the research objectives which are:

(a) Readiness preparation before school transfer

(b) Conditions and problems before and after school transfer

(c) Contexts affecting success in school transfer in the upper northern region

(1.4) Outline interview formats in order to cover the determined frames.

(2) Issues on assessing strategies contributing to the success in transferring schools in the upper northern regions are operated by the following steps:

(2.1) Study methods used to assess strategic plans on education from the research entitled "The Development of Strategic Plan Models of Primary Schools" which employs four standards developed by the Joint Committee on Standards for Education Evaluation. These four standards are utility standards, feasibility standards, propriety standards, and accuracy standards. These standards are also

utilized in the research entitled "The Development of School-Based Models Used to Develop Teachers and School Administrators in Small-Sized Schools in Chiang Mai and Chiang Rai Provinces" conducted by Somsak Phuwipadawan, et.al. (2011). These standards are used to validate models built to develop teachers and school administrators on the basis of small schools. The agreement standards are added in this research as well.

(2.2) Determine standards used for assessing strategic plans contributing to success in school transfer which are utility, feasibility, propriety, and accuracy standards.

(2.3) Produce two forms used to assess strategies contributing to success in school transfer in the upper northern region: the former for assessing strategies of the local government organizations and the latter for assessing strategies of schools.

3.4.3 Assessment of Research Tools

Research tools are assessed as follows:

(1) Propose the tools constructed to the thesis advisor for further examination. After that, they are revised or adjusted by the researcher.

(2) Assess the quality of the research tools in two aspects which are:

(2.1) Objectivity assessment: this is peformed by three school and local government organization experts who are going to examine whether the questions are clear, specific, explicit, and theorically correct or not.

(2.2) Content validation: this is performed by three experts on strategic plans, education, and local government organizations. They are going to examine questions in comparison with the research objectives whether they cover the objectives or not.

(3) Tool revision based on suggestions gained from the experts. After that, they are printed in order to be used in data collecting.

3.5 Data Collection

The interview with main informants is used to collect fieldwork data. Non-participant observation is also additionally employed in order to confirm the phenomena found. The study and analysis of documents is included in order to cover all data as many as possible. The details are as follows:

3.5.1 Literature review: this deals with data collection from documents based on issues studied. The data search from several documents related to the local government organizations, education plans of the local government organizations, strategic plan analysis, strategic management, school administration of the Office of

the Basic Education Commission and the local government organizations, research textbooks, white papers, newspapers, and other printed matters, etc.

3 . 5 . 2   Interview with main informants: this interview contains clear objective frames. However, during each conversation, their might be other additional issues. The interviewer has to control issues to be in the required frames as much as possible.

3.5.3 Physical evidence survey: this evidence is prepared and constructed by the local government organizations or schools which can be used as material evidence to link data useful for the research (Ong-ard Naiphat, 2005: 176-182).

3 . 5 . 3   Non-participant observation: this basically collects data about phenomena or behavior of individuals based on an observant's direct sensation. The observation method and other data collection methods are usually combined in qualitative research. For the non-participant observation, an observant stays outside without participating in ongoing activities. The observation can illustrate natural behaviors at actual conditions; therefore, it is considered primary data which are more reliable. The repeated observation in the same event, together with inquiry and examination, is very useful for the research Suphang Jantawanit, 2004: 45). For this research, the researcher observes surroundings of personnel operation at the local government organizations and schools.

3.6 Data Validation

The data collected from the interviews and document compilation are not analyzed immediately without proceeding through data validation process by the method of triangulation (Suphang Jantawanit, 2004: 29) which relies on the multiple-method approach. The data validation and analysis consists of (1) data triangulation both about time, places, and even informants, (2) investigator triangulation, (3) theory triangulation, and (4) methodological triangulation based on quality control concepts.

For this research, some validation methods are applied in order to examine data validation. These methods are (1) concept and theory validation from the thesis advisors, (2) collection methods validation, especially question design used for in-depth interviews, from the thesis advisors based on determined research objectives, and (3) the validation of data obtained from in-depth interviews of main informants directly involving with guideline determination of how to comply with school transfer policies. These informants possess knowledge and understandings in issues that the researcher covers in the interview well. (Theera Kornmai, 2010: 99-100)

3.7 Data Analysis

The data analysis used in this reasearch is conducted by the content analysis which can be employed to analyze data both in the form of documents or written statements and in the form of interviews or conversations. The data are analyzed in terms of both literal meanings directly gained from documents or manuscripts and feeling interpretation or hidden inference. The interpretation of contexts or surroundings is also included in the data analysis. The content analysis starts from arranging entire data systematically in accordance with conceptual framework of the research.

3.7.1 Analysis of qualitative data is conducted through interpreting and defining data gained from transcribing data recorded from document study and field-work interviews. The entire data are analyzed in detail by examining their inclusion and accuracy and then linked several findings in order to draw conclusions through synthesis procedures demonstrating elements and relationship among them. Rationality is then applied to present and interpret based on actual phenomena in accordance with qualitative research concepts. After that, the data is analyzed as follows:

(1) Take the data collected from field work into analysis and discussion by initially presenting general information and findings from interviews and observation.

(2) Discuss the result from the proposed data by analyzing interview speech, documents, and observation while giving precedence to literally meanings and feeling interpretation hidden in a particular datum. The discussion will be presented in accordance with the research objectives and conceptual framework in determining strategies contributing to success in school transfer as follows:

1) Analysis of data on readiness preparation methods before the transfer of the local government organizations and schools by the method of content analysis

2) Analysis of data on conditions and problems both before and after the school transfer of the local government organizations by separating groups of opinions obtained from the local government organizations and schools under the local government organizations by the method of content analysis

3) Analysis of data on external and internal contexts by separating data of the sample group which is personnel of the local government organizations and data from main informants who are personnel in schools transferred to the local government organizations by the method of content analysis

(3) Develop strategies contributing to the success in school transfer by employing SWOT analysis in order to evaluate strengths, weaknesses, opportunities, and threats. The information about current conditions and problems on school

transfer of the local government organizations and external and internal contexts contributing to the success in school transfer gained from interviewing main informants working for the local government organizations and schools transferred to the local government organizations. Then, the table of TOWS is produced in order to construct strategies contributing to the success in school transfer.

(4) Apply the strategies contributing to success in school transfer in order to assess their utilization with the local government organizations and schools under the Office of the Basic Education Commission that have not been transferred on the basis of the content analysis classified by issues determined in the research objectives. After that, analyze the classified content.