CHAPTER 5
SUMMARY DISCUSSION AND RECOMMENDATIONS

The objectives of the research entitled "Strategies for Generating Success in Transferring Schools in the Upper Northern Region" were to investigate readiness preparation before the transfer of the local government organizations and transferred schools, study conditions and problems before and after school transfer of the local government organizations and schools, study external and internal contexts contributing to the success of school transfer both before and after, and develop strategies contributing to the success of school transfer, and investigate the results after applying strategies contributing to the success of school transfer in upper northern region. This is qualitative research conducted by gathering data from in-depth interviews of personnel in the local government organizations that have already received transferred schools and schools under the local government organizations that are transferred from the Office of Basic Education Commission. After that, the results from the interviews are analyzed based on research objectives and applied to develop strategies contributing to the success of school transfer. The research results identify summaries, discussions, and suggestions as follows:

5.1 Summary

1.1 Readiness preparation of the local government organizations before the transfer

1.1.1 Operation for transfer preparation consists of (1) clear determination of time period to receive school transfer depending on the readiness and to be assessed on readiness, (2) the number of schools and levels of education possible for being transferred according to the Cabinet Resolution on November 8, 2005, and (3) determination and assignment of responsible parties so that they can operate their tasks before transferring to Division of Education and other offices responsible for planning, such as planning divisions or Office of Permanent Secretary, in order for them to coordinate in readiness preparation for school transfer.

1.1.2 Budget for transfer preparation should be provided for the operations as follows: (1) the local government organizations prepare operating budget for school transfer projects, especially for knowledge preparation for personnel in order for them to get ready for school transfer, building renovation, and landscape improvement, (2) budget support or subsidization from other sources that is the subsidization from the state used for the transfer sent through Department of Local Administration, and (3) other resource preparation such as buildings, personnel, and people encouragement to participate in decision making.

1.1.3 Document readiness preparation which is the preparation in searching for evidence according to readiness assessment criteria and indicators of organizations in order to receive school transfer

1.1.4 Coordination with external offices in order to prepare for readiness with relevant offices, such as educational service areas, the local government organizations that receive transferred schools, province offices for local administration, and Department of Local Administration

1.1.5 Database construction consisting of educational personnel information both from the local government organizations and schools that is going to be transferred in order to arrange tasks based on increasing duties and learning and teaching information used for planning teaching and learning after the transfer

1.1.6 Various project preparation for the purpose of handling readiness preparation: this consists of projects for developing school contexts, capability, quality of educational personnel, quality of education management in schools under former affiliations, school buildings; meeting and discussion among personnel of the local government organizations and schools; polls of people in a region; and field trips in order to get ready.

1.1.7 Understanding construction on relevant regulations, constitutions, laws, and resolutions about school transfer for personnel in the local government organizations

1.2 Readiness preparation for schools before the transfer

1.2.1 Operation for transfer preparation consists of (1) policy determination for school transfer to the local government organizations which have to be motivated to success based on information, contexts, and mutual understandings

among personnel. This leads to policy determination in order to prepare for readiness of the transfer, (2) the determination for time period of the transfer which most schools have clearly set due to the fact that they require their personnel to have readiness and preparation. However, some schools do not set the time period of the transfer because they regard that they can prepare for readiness faster due to their juristic status which allows quick decision making, and (3) duty assignment to those responsible, such as school committees, public relation, readiness assessment committees, in order for them perform different tasks and coordinate systematically.

1.2.2 Budget for transfer preparation granted by two sources: allowance per capita which is school income and other grantors, especially from external offices but usually not in a big amount of money. Another allowance might be from the local government organizations which schools might arrange in the plans of school transfer readiness preparation.

1.2.3 Document readiness preparation consisting of assessment reports on quality assurance both external and internal, educational quality development plans either within three or five years, school development plans, information systems in schools, polls, and minutes from the meetings among stakeholders

1.2.4 Coordination with external offices in order to prepare for readiness of the transfer. These offices are schools preparing for transfer, transferred schools to the local government organizations, the local government organizations receiving the transfer, Educational Service Areas, and the Office of Basic Education Committee.

1.2.5 Database construction in order to keep it update and current: schools need to construct database that benefits and facilitates school transfer. The database should consist of personnel information, the number of students, school properties, each school job, polls on the level of satisfaction or requirement for school transfer among stakeholders.

1.2.6 Preparation for various projects in order to get readiness: these projects are projects for quality development and academic effectiveness enhancement among personnel, school buildings and property development, learning and teaching media development in order for them to be ready when used, school quality development plans, and field trips for the sake of transfer preparation.

1.2.7 Understanding construction on relevant regulations: National Education Act, Teachers and Educational Personnel Council Act, the assessment on readiness in basic education management of the local government organizations, the Local Personnel Administration Act, Government Teacher and Educational Personnel Act, and regulations set by the Decentralization to Local Government Organization Committee.

1.2 The results of condition and problem investigation both before and after school transfer

1.2.1 Conditions and problems of the local government organizations

(1) Before the transfer: vague school transfer policies, lack of experience in education management, incomplete and insufficient organization structures for education management and school transfer, and national economic conditions and problems affecting budget for school transfer operation.

(2) After the transfer: the number of transferred school teachers and educational personnel possesses low morale and professional security. They require to be under the Education Ministry as they used to be. The intensity of learning and teaching is less than that in schools under the Office of Basic Education Commission. The salary transfer and benefits from previous affiliations to the local government organizations delay. However, the local government organizations solve this problem by paying on their advancement. The local government organizations see that these problems derive from school personnel adaption to totally different organization culture.

1.2.2 School conditions and problems

(1) Before the transfer: (1.1) insufficient budget for school management due to the decreasing number of students which result in decreasing allowance per capita from the Office of Basic Education Committee. This can cause limitations in education management, curriculum arrangement, the search of educational technology, (1.2) personnel and personnel recruitment: personnel become aware of their rights, benefits, and professional advancement after the transfer. For the recruitment, schools determine their work force based on job descriptions and propose to the Office of Basic Education Committee for an approval and selection. This eliminates the chance of schools to be able to select personnel by themselves,

and (1.3) property, buildings, and offices: schools are supported in terms of articles, property, and offices in limitations duet to budget reason. Moreover, they have to wait quite long for budget allocation since the procedures involving with building construction request are quite complicated in detail resulting in difficult allocation.

(2) After the transfer: (2.1) juristic status of schools after the transfer which will be changed in a new structure of the local government organizations which possess the status of juristic person. This lessen legal authority of school administrators to the level that they cannot make decisions by themselves but have to get approval from the administrators of the local government organizations. It can be seen that transferred schools possess a juristic status, but they are considered an office under the local government organizations, (2.2) personnel recruitment: after the transfer to the local government organizations, even though schools can still do the survey on their work force, duties on recruitment are transferred to other bigger local offices, such as provincial administrative organizations, city municipalities, etc. Schools can use this list provided, but they cannot select proper personnel on their own, (2.3) property, buildings, and offices: it is found that most local government organizations do not have budget for building construction or buying expensive articles after the transfer. However, the local government organizations can request to be subsidized from other sources easily, especially in the Fiscal Year B.E. 2552 that there are the local government organizations granted by Strong Thailand Project so that they can develop personnel or even construct buildings and buy additional articles. It is noticeable that in terms of school transfer, Department of Local Administration is usually granted by the Education Ministry in order to support transferred schools for their building construction. This can be considered an incentive for schools that are making decision or hesitate in the transfer, (2.4) relevant regulations: after the transfer, finance and article regulations are changed to be similar to those of the Department of Local Administration. Relevant personnel need to learn and adapt to the new practice. This might take time at the beginning, but it will be flexible after being used for a while, and (2.5) less participation in activities with the Office of Educational Service Area: after the transfer, personnel are regarded as those of the local government organizations. They have to mostly participate in local activities,

especially educational ones, apart from many annual projects. This can make them farther from participating in activities of Educational Service Areas.

        1.3 The results of context investigation affecting school transfer consisting of:

              1.3.1 Contexts on policies of the local government organizations which are:

                (1) The administrators of the local government organizations have to determine clear educational management policies reflecting their sincerity in education management and school transfer.

                (2) Duty or organization structure revision in accordance with education policies consisting of (2.1) organization structure revision in order to set offices for education management and/or (2.2) revision or addition on duties of school management

                (3) Provision of management resources consisting of (3.1) personnel preparation enough for education management and/or personnel readiness preparation for school transfer, (3.2) budget for readiness construction through activities and projects, (3.3) materials for setting school activities relating to readiness preparation for school transfer, and (3.4) management on planning for education management within departments operated by the administrators of the local government organizations and municipality personnel in the local government organizations having chief administrators

                (4) Knowledge and understanding construction among personnel and stakeholders consisting of (4.1) having field trips in order to study about school transfer, (4.2) sending personnel to attend workshops and seminars with relevant offices, (4.3) setting meeting and polls for stakeholders, and (4.4) coordinating with relevant offices

              1.3.2 School policy contexts consisting of:

              (1) An awareness on education management policies of the local government organizations: (1.1) paying attention on education management that is having primary schools, determining policies and plans on transferring and receiving school transfer, and having administrators who possess visions toward education and operate seriously, (1.2) supporting or subsidizing learning and teaching management

for schools formerly, and (1.3) supporting equipment and articles beneficial for education equality development formerly.

(2) An awareness on project preparation within the local government organizations in order to prepare for school transfer

(3) Knowledge and understanding construction on school transfer among personnel in various forms such as meeting, field trips, seminars, and coordination with relevant offices about school transfer

(4) Readiness preparation planning on management resources which are personnel preparation, especially on their knowledge and understandings toward school transfer, internal management preparation for the transfer, equipment, articles, and building provision, and budget preparation for the transfer

1.3.3 Internal contexts in schools hindering teaching and learning management consist of the decreasing number of students, insufficient personnel and budget for school management, shabby buildings, and insufficient educational equipment.

1.3.4 Stakeholders' participation contexts consist of support and acceptance for school transfer to the local government organizations, precedence to authority decentralization, and participation in school curriculum development, especially local ones.

1.3.5 Social and cultural contexts in educational regions consist of social change due to globalization, guardians' values on their children's education, school reputation and educational technology utilization, birth control, and departure to work in other areas.

1.3.6 State school transfer policy contexts: all governments have to determine school transfer policies based on Constitution of the Kingdom of Thailand and relevant laws.

1.3.7 National economy contexts affecting budget: even though they do not affect the allowance per capita allotted for schools, they do affect budget insufficiency spent on buildings renovation and educational materials supply and at the same time affect budget subsidization to local government organizations resulting on the delay of developing projects and school transfer readiness preparation.

1.3.8 School contexts in terms of political situations: national politics involves in transfer policy determination, school transfer support, and budget allocation. However, the frequent change of governments in recent years and political conflicts have an impact on transfer policy consistency. This causes schools that need to be transferred to lack confidence. For the local politics, this has an impact from change differently depending on how important local administrators regard school transfer. Moreover, school personnel might lack confidence in the administrators of the local government organizations much more than in the organizations themselves.

1.3.9 Lack of confidence in bureaucratic professional security: some school personnel who do not require to be transferred to the local government organizations lack confidence towards bureaucratic professional security. They are also afraid that various benefits received after being transferred to be an official of the local government organizations will be inferior to those they receive at the present moment.

1.4 The results of strategy development contributing to school transfer success are found as follows:

1.4.1 The results of internal and external context analysis are as follows:

(1) Contexts of the local government organizations can be classified as (1.1) internal contexts which are education management policies, duty and structure revision in order to be in sync with education policies, management resource provision, and knowledge and understanding construction among personnel and stakeholders and (1.2) external contexts which are state decentralization policies, local curriculum development, social change due to globalization, guardians and people's values on their children's education, national economy, and political and local political situations.

(2) School contexts which can be classified as (2.1) internal contexts which are school transfer policies, internal structure preparation for transfer, knowledge and understanding construction to personnel, readiness preparation plans on management resource and budget, the number of students and personnel, and awareness on bureaucratic professional security and (2.2) external contexts which are stakeholders' support, state school transfer policies, guardians' values toward school

reputation and educational technology utilization in schools, birth control, and emigration.

1.4.2 Weaknesses, strengths, limitations, and opportunities of the local government organization and schools: from the classification of internal and external contexts of the local government organizations and schools, it is found that there are ten strengths, four weaknesses, seven opportunities, and eight limitations. All belong to both the local government organizations and schools.

1.4.3 SWOT Matrix analysis and strategy development

The results gained from SWOT Matrix analysis are taken into developing strategies in order to contribute school transfer success. It is found as follows:

(1) Strategies of the local government organizations consists of nine key strategies and 14 minor one which are:

Strategy 1: Strength construction to organizations consisting of three minor strategies which are the development of (1) personnel capability in the organizations, (2) shared operation procedures, and (3) a document preparation system

Strategy 2: Knowledge and understanding construction among personnel consisting of two minor strategies which are giving knowledge on (1) relevant laws and (2) school transfer to community leaders, guardians, and communities

Strategy 3: Acceptance for change consisting of two minor strategies which are (1) giving knowledge on change management and (2) having field trips in a changing organization

Strategy 4: Readiness construction for relevant offices consisting of two minor strategies that are giving knowledge on (1) information and database systems and (2) quality assurance systems

Strategy 5: Knowledge management among organizations in order to construct overall confidence

Strategy 6: Revision of management system in the form of committees

Strategy 7: Learning of relevant regulations, laws, and offices

Strategy 8: Study of stakeholders' requirements

Strategy 9: Development of local curricular

(2) Strategies of schools consisting of eight key strategies and 13 minor one as follows:

Strategy 1: Strength construction to organizations consisting of three minor strategies which are the development of (1) personnel capability in the organizations, (2) shared operation procedures, and (3) a document preparation system

Strategy 2: Knowledge and understanding construction among personnel consisting of two minor strategies which are giving knowledge on (1) relevant laws and (2) school transfer to community leaders, guardians, and communities

Strategy 3: Acceptance for change consisting of two minor strategies which are (1) giving knowledge on change management and (2) having field trips in a changing organization

Strategy 4: Readiness construction for relevant offices consisting of two minor strategies that are giving knowledge on (1) information and database systems and (2) quality assurance systems

Strategy 5: Knowledge management among organizations in order to construct overall confidence

Strategy 6: Revision of management system in the form of committees

Strategy 7: Learning of relevant regulations, laws, and offices

Strategy 8: Study of stakeholders' requirements

1.5 The quality examination results of strategies evaluated by the results after applying strategies contributing to the school transfer success

The evaluation on the results after trying out the developed strategies with the local government organizations and schools under Chiang Mai Educational Service Area Office identifies as follows:

1.5.1 The results after applying strategies into the local government organizations: the evaluators regard that (2.1) the operation based on strategies will

turn out good if the state has clear school transfer policies, promotes to the direction determined in the policies, shares understandings and coordinates with relevant offices, and supports budget to localities, (2.2) guest speakers who are keen on the development of document systems which plays an important role in readiness preparation of the transfer should be invited to give suggestions, (2.3) the understandings about local duty operation should be given to personnel in order to lessen their resistance, (2.4) the administrators even new appointed ones have to agree with school transfer policies which should be operated smoothly; importantly, the administrators of localities and schools should get along well, (2.5) the knowledge management among personnel should be encouraged steadily even though the transfer has been completed since the knowledge management can lead to mutual understands on operation concepts and good attitudes toward the transfer, and (2.6) people's participation should be focused, especially in terms of education management and local curricular development.

1.5.2 The results after applying strategies into schools: the evaluators regard that (2.1) the proper readiness preparation on knowledge, personnel, methods, and content based on plans and steps determined should be aimed, (2.2) people's participation should be built in order to motivate school transfer of schools and the local government organizations that are ready, (2.3) budget should be provided for the sake of pushing education management activities or projects and the school transfer, (2.4) school personnel should be given understandings on benefits and the transfer of personnel to the local government organizations, (2.5) the concepts of possible change should be explained to personnel for the sake of their understandings, (2.6) current school information should be informed to all stakeholders so that mutual understanding can be gained for the sake of decision making on school transfer, (2.7) school transfer does not affect quality assurance because schools under the local government organizations still have to be assured based on the same criteria as those of the Office of Basic Education Commission, (2.8) schools should be encouraged in having the atmosphere of shared knowledge management, (2.9) the transfer has to be determined in the form of clear policies in order to motivate together seriously, and (2.10) the understandings about laws and regulations should be made clear and operated based on them.

Research Findings

1. Schools are afraid that the school juristic status and management authority of school administrators might be changed. However, according to the research findings, the administrators of the local government organizations receiving transferred schools completely give management authority to school administrators. The administrators of the local government organizations oversee duty performance whether it achieves the determined goals or not. They also give additional suggestions about adding more possible local curricular or applying various wisdoms into education management in order to conserve their uniqueness.

2. The success on utilizing developed strategies relies on the administrators' sincerity of the local government organizations and schools in that they have to agree to coordinate in developing education in their localities with the participation from school committees, students' guardians, and community leaders, and the willing operation of officials and educational personnel under the condition of transparent knowledge and understanding.

3. The follow-ups and evaluation on performance results of both the local government organizations and schools are necessary. The assessment aspects have to be determined thoroughly covering every activity performed steadily. After that, seminars have to be set in order to present the results and gain more suggestions from all stakeholders for the sake of further improvement.

5.2 Discussion

According to the results from the research entitled "Strategies for Generating Success in Transferring Schools in the Upper Northern Region"," the followings are the research discussions.

5.2.1 Readiness Preparation before the Transfer of the Local Government Organizations and Schools

According to the research results, it shows that the readiness preparation in many aspects of the local government organizations and schools before the transfer are in the same direction. However, the differences in the operation readiness preparation in some aspects can be spotted depending on the contexts and the status of

those receiving or giving the transfer. The readiness preparation in each step before the transfer of the local government organizations and schools is done at the same time. The research results also identify a key concept of readiness preparation that is schools have to focus more on giving knowledge and understanding on the transfer to their personnel because the transfer cannot be conducted only by the schools but mainly by stakeholders' participation. The local government organizations should not only prepare for the revision of structures, the expansion of internal departments within the structures, and personnel's readiness for the transfer, but also determine clear education management policies and request for being assessed from an affiliation of a transferred school based on assessment regulations and criteria set by the Education Ministry. In other words, the main readiness preparation is that for personnel working for the local government organizations and schools since they still lack knowledge and understanding on local education management (Chalerm Plubpleungphrai, 2007: Abstract). Therefore, the readiness preparation before the transfer mentioned enables the local government organizations and schools to have more confidence to receive or to give the transfer to the local government organizations. Previous research also states that there are some local government organizations regarding that they are not ready to receive the transfer due to the lack of readiness in all aspects, including the inexistence of strategies or plans of readiness preparation in basic education management (Montha Khiewsa-ard, 2006: Abstract; Samlee Kengthong, 2000: Abstract; Warissara Kamneungtham, 2003: Abstract; Office of Educational Inspector, Region No. 8, 2006: 33; Sutthiphatphong Somkham, 2008: Abstract). If the personnel possess knowledge and understanding about transfer concepts and readiness preparation for the transfer, the local government organizations might gain confidence and accept more transfer. On the other hand, the research of Wanlop Lumpie and Phanthep Withitanan (2006: Abstract) and Chalerm Plubpleungphrai (2007: Abstract) states that some local government organizations are ready for the transfer even though they still encounter problems and obstacles on budget and personnel having knowledge in education management.

According to the research result and other research results of mentioned scholars, it reflects that readiness preparation of the local government organizations that are able to make decision for the transfer immediately derives from management

experience or direct and indirect education support of the local government organizations. As stated in the research of Somwang Khantarot (2000: 70-71), Praphaphan Chaiwong (2001: 198-208), and Seangsang Primary Educational Service Office (2002: Abstract), it can be summarized that the local government organizations that are ready for pre-elementary school but not for basic education due to obstacles on their budget and personnel still participate in four aspects of education management which are the local determination of education policies, budget support on education management, supervision and suggestion on school education management, and examination and follow-up on education standards and effectiveness of school education management. The key informants of this research also identify interesting aspects concerning with participation in budget support for education management which play an important role in possessing readiness in education management of the local government organizations.

5.2.2 Conditions and Problems before and after the School Transfer

According to the research, it is found as follows:

2.2.1 Conditions and problems of the local government organizations: (1) before the transfer: vague school transfer policies, experience in education management, weak organization structures, and economic problems of the nation; and (2) after the transfer: poor morale among some personnel requiring to be transferred back to their former affiliations; the delay of salary and benefits transfer from the former affiliations which the local government organizations solve by using their advance payment. These derive from school personnel's adjustment to new organization cultures. It can be seen that the problems before the transfer of the local government organizations are mainly from the lack of experience in education management which can be eliminated after the transfer. However, the problems of poor morale among personnel resulting from their inability of adjusting to new organization cultures and the finance management system of their former school affiliations that local government organizations cannot intervene occur. Like the research findings, the research of Praphaphan Chaiwong (2001: 198-208), Seangsang Primary Educational Service Office (2002: Abstract), and Weeraporn Cheua-aum (2010: Abstract) focus on experience in education management, organization

structures, and budget. According to the research findings, the problems found both before and after the transfer are interesting in that they can remind other local government organizations that they might encounter similar problems if they do not improve or are supported to improve. And, eventually, these problems would affect the school transfer. From previous research done by Taweesin Dumrak (1999: 29-30), for example, it is assessed that internal and external contexts of the local government organizations in the former time do not facilitate the education decentralization to the local government organizations. Sakdaphinit Narong-chartsophon (2006: Abstract) proposes the solutions stating that the state has to simultaneously support budget to localities, perform duties based on plan and process of decentralization, and encourage people's participation in order for the local government organizations to receive the transfer.

2.2.2 Conditions and problems of schools: (1) before the transfer; insufficient management budget due to decreasing number of students; personnel's awareness on their rights and benefits; personnel recruitment, and support on property and buildings, (2) after the transfer; lack of juristic status and personnel recruitment, (3) lack of construction budget, (4) different bureaucratic regulations, especially on finance and supplies, and (5) low activity participation with former affiliations due to many local duties. It can be seen that both before and after the school transfer there are similar problems which are personnel recruitment and budget. However, there are additional problems which are the change of juristic status for schools, personnel status change to local officials required to perform local duties resulting in low participation with their former affiliations, and different regulations. Although the transfer relies on stakeholders' participation resulting in building organization culture as a team work, the personnel currently adjust themselves to fit in their new duties. If not, the progress of school transfer would be affected increasing confusion, risk at operating different duties, and school personnel's concern about their future status after the transfer (Phasina Tangjuang, et al., 2009: 39-41). Therefore, it is necessary that readiness preparation be built by giving knowledge and comprehension to the personnel thoroughly before making decision on the transfer.

5.2.3 The Contexts Contributing to the Success of School Transfer

The findings on the contexts contributing to the success of school transfer consist of nine key contexts which are (1) policy contexts of the local government organizations, namely (1.1) transparent policies on education management; (1.2) proper revision of organization structures facilitating education management; (1.3) proper supply of management resource; and (1.4) building of knowledge and comprehension among personnel and stakeholders, (2) policy contexts of schools, namely (2.1) the awareness on education management policies of the local government organizations; (2.2) the awareness on organization structure management in order to prepare for education management of the local government organizations; (2.3) building of knowledge and comprehension among personnel and stakeholders; (2.4) readiness plans of resource management, (3) school contexts which are the decreasing number of students and personnel and insufficient budget, (4) the context on participation of stakeholders, (5) social and cultural contexts in an area, (6) policy contexts on school transfer of the state, (7) economic contexts of the nation, (8) politic and local politic contexts, and (9) the lack of confidence toward bureaucratic occupation security of school personnel.

After analyzing all of the contexts affecting school transfer both internal and external, it is found that internal contexts of the local government organizations consist of policies on education management, structure and task revision in accordance with transfer policies, management resource supply, the building of knowledge and understanding for personnel; external contexts of the local government organizations consist of decentralization policies, local curriculum development, social change, guardians' values, national economy, and politic and local politic situations. The internal contexts of schools are school transfer policies, internal structure preparation for the transfer, building of knowledge and understanding for personnel, management resource plans, the decreasing number of student and personnel, decreasing amount of budget, and the awareness on occupation security among personnel while the external ones are support from stakeholders, school transfer policies of the state, guardians' values, and birth control and emigration. In summary, if excluded internal and external ones, it is found that the contexts contributing to readiness preparation consist of (1) the administration of the

local government organizations, (2) the participation of stakeholders in the area, and (3) society and culture in the area. These contexts cover those involved or stakeholders' participation in planning to reach the goals, and they also benefit towards education quality and standards, management system, educational personnel, learning process, and educational technology. They help in building readiness before the transfer (Wanlop Lumpie and Phanthep Withitanan, 2006: Abstract), autonomy towards schools and the local government organizations (Phasina Tangjuang, et al., 2009: 3 9 -4 1), and organization cultures resulting from all sections' participation (Rangsan Injan, 2010) which are in accordance with the research of Jantamon Sihaboonlee (2010) showing that factors promoting readiness in basic education management of the local government organizations are (1) participation and faith in stakeholders' education management and (2) three external factors, namely education transfer policies, national economy, and political situations which play a role in education transfer whether in a fast or a slow pace; they also affect on the insecurity in operating education policies. In particular, political situations can affect both nationally and locally. According to Phasina Tangjuang (et al., 2009: 3 9 -4 1), it is found that the political awareness is spotted only at the local level. Morevoer, Wanlop Lumpie and Phanthep Withitanan (2006: Abstract) share their common on the impact from economic situation on readiness preparation of school transfer. They also state that the readiness preparation toward schools and the local government organizations need to have sufficient budget for their operation.

Like the results found in the research of many scholars, namely Kanchana Phasuraphan (2002: Abstract), Yongyut Yaboonthong (2008: Abstract), Nittaya Ngarnprasertsri (et al., 1998: 411-421), Phasit Tangjuang (2009: 3 9 -4 1) , and Sutthiphatphong Somkham (2008: 77-78), those found in this research reflect similar factors and contexts which are able to illustrate the contexts contributing to school transfer systematically due to their extensive inclusion in several aspects as follows: the local government organizations need to have supporting organization structures prepared for education management and transfer; there must be an educational committee coordinating between the local government organizations and schools after the transfer; the stakeholders' participation and technological employed for developing personnel and education are needed; administrators have to possess

authentic knowledge and leadership skills; teachers need to be professionally developed; there are proper local curricular; and there should be a proposal on maintaining transferred schools in a status of a juristic person. From the result, it can be deduced that the transfer determined as a national policy can be practical on condition that it is also determined as that of schools and the local government organizations; otherwise, the lack in planning and determining strategies step by step cannot occur. This is similar to the research of Montha Khiewsa-ard (2006: Abstract) stating that planning in terms of developing plans or strategies for readiness preparation and basic education management of many local government organizations are not performed. Although Nittaya Ngarnprasertsri (et al., 1998: 411-421) suggests that the school transfer should be conducted gradually on the condition of readiness, it is stated in other research that the local government organizations are not ready, so there should be the transfer currently due to the lack of propitious contexts (Samlee Kengthong, 2000: Abstract; Sutthiphatphong Somkham, 2008: Abstract; Phichai Janchana, 2009: Abstract). These attitudes affect the lack of preparation or proper adjustment for the transfer of the local government organizations and schools even though this is clearly determined in relevant acts that the school transfer has to be conducted sooner or later.

5.2.4 The Development of Strategies Contributing to the Success of School Transfer

The results of taking external and internal contexts of the local government organizations and schools into classifying in weaknesses, strengths, limitations, and opportunities show that there are ten, four, eight, and seven key items, respectively. After taking these items to develop strategies contributing to the success of school transfer, the results are nine key strategies and 14 minor strategies for the local government organizations; eight key strategies and 13 minor strategies for schools. Eight in nine key strategies and 13 minor ones of the local government organizations and schools are similar. The strategies developed by the researcher in order to motivate the local government organizations and schools to perform the transfer focus more on the success of school transfer in a rapid and systematic manner. However, according research study mentioned in Chapter 2 and discussed in the research results,

it can be seen that school transfer still contains limitations, obstacles, different concepts found in the local government organizations and schools. Even though policies of school transfer have become transparent after the Plans and Process of Decentralization to Local Government Organization Act B.E. 2542, there are still different concepts beyond control and management. Those involved should consider, discuss, and build clear concepts or thoughts together. The limitations and other obstacles not related to the transfer concepts are key approach of the strategy development in this research as stated in the research of Piyanet Khonchalart (2002: Abstract) that strategies are developed in order to be used in solving performance problems in an organization. The research of Nittaya Kantarum (2003: Abstract) also mentions that strategies are developed in order for those involved to employ as guidelines so that activities and projects can be accessed and beneficial to overall society at the present or in the future. The research of Phattharakit Puangnil (2010: Abstract) states that the strategies are developed in order to solve specific problems found in an organization. From all mentioned research, it can be said that strategies are not developed in order to change concepts or methods directly but give knowledge and understanding for the sake of changing attitudes of those involved and benefits of revising and developing the organizations in relevant aspects.

The development of strategies in this research aims at driving school transfer to the local government organizations. The relevant offices, especially the local government organizations and schools need to consider their application into the context of their organizations properly. These developed strategies contain minor ones which are flexible enough for practitioners to apply or adjust them as they deem fit in their organization contexts. This in turn focuses on building strengths, knowledge, and understanding, acceptance for change, the readiness in all units in an organization, administration revision, learning relevant regulations and laws, and the study of stakeholders' requirements. Conditions, problems, and contexts affecting school transfer are considered for developing in accordance with the contexts of laws and relevant concepts, especially those about decentralization. This developed strategy also fits other scholars' guidelines, namely Jittraporn Yaisil (2006) and Dusit Somsri (2008) who conduct research on the development of strategies in order to develop school management models; Phairaeu Tritilanun (2006) and Parichart

Buachareon (2008) conducting research in order to develop strategies of building participation among stakeholders.

In terms of steps in development, the researcher performs by integrating mentioned steps suggested by Kotler and Murphy (1981: 1 1 -9 4), Certo and Perter (1991: 6 7 -7 1), Thompson and Strickland (1995: 3), King Mongkut's University of Technology Thonburi (2011: 72-73), Chiang Mai University (2011: 13-24), and other researchers' strategy development such as Jittraporn Yaisil (2006), Montha Khiew-sa-ard (2006), Parichart Buachareon (2008), Phaiboon Phosuwan (2008), and Dusit Somsri (2008). Even though these scholars, organizations, or researchers claiming the development of strategies employ different formats of development, the overall development frames are still similar. The researcher considers and follow these steps carefully in order not to build confusion or miss some key steps affecting in the development of key strategies in this research.

5.2.5 The Results in Employing Strategies Contributing to the Success of School Transfer

The researcher assesses the results in employing strategies contributing to the success of school transfer by using qualitative method – a focus group. It is found that evaluators regard that the strategies can be applied into achieving the school transfer if performed by focusing on proper knowledge and readiness preparation among personnel in accordance with determined plans and methods, building people's participation in promoting school transfer of schools and the local government organizations that possess readiness, having budget in motivating activities or projects supporting education management and school transfer, building understanding on benefits and the personnel transfer to the local administrative organizations for school personnel, building concepts to personnel in order for them to comprehend steady change, and giving current information to the stakeholders in order for them to have mutual understanding for the sake of decision making in school transfer. The school transfer does not have an impact on quality assurance of schools because the schools under the local administrative organizations also possess the same assurance criteria as those of schools under the Office of the Basic Education Commission. Schools should have the atmosphere of knowledge management. Moreover, the transfer has to

be determined in the policies clearly facilitating shared motivation, regulation comprehension and transparency, and performance based on them.

According to the results mentioned, it shows that the motivation of success in school transfer relies on mechanism driven by government, the local administrative organizations, and schools that have to perform on the same goals solely. If considered only in the local administrative organizations and schools, it can be said that the results in employing strategies contributing to the success of school transfer lie on the sincerity of administrators from both organizations, people's participation, and willing performance of personnel and education personnel under knowledge and understanding. The finding are in accordance with those of the research done by Phaiboon Phosuwan (2008: Abstract) stating that the effective factors leading strategies of developing localities into practice depend on leaders or administrators possessing vision and a change lead, people's participation, personnel capabilities, social alertness, devotion of society, and support from the central area. Moreover, the findings are in accordance with participatory administration from people and stakeholders (Parichart Buachareon, 2008: Abstract; Phatcharakrit Puangnil, 2010: Abstract; Dusit Somsri, 2008: Abstract), plans developed from participatory procedures, vision and leadership skills of administrators (McGrath, 2003: 282), team work of personnel, and shared learning culture (Sukanya Chamchoi, 2009: Abstract).

5.3. Recommendations
5.3.1 Policy and Practice Recommendations

3.1.1 The government should determine policies of education transfer to be equivalent to those of nation. They should be given precedence that each government administrating the country has to pay attention to by promoting and supporting schools to be transferred to the local government organizations, including budget support in order to prepare for readiness towards the Office of the Basic Education Commission and Department of Local Administration, Ministry of Inferior.

3.1.2 The local government organizations in the north that have performed self-assessment and found that they still lack readiness and cannot receive transferred schools should consider in preparing readiness so that they will gain confidence enough for receiving school transfer in the near future. Similarly, the

local government organizations having confidence in doing so should perform the similar tasks even though they have faced problems in terms of budget and the lack of personnel having knowledge in education management.

3.1.3 The Department of Local Administration should consider conditions and problems found in the local government organizations both before and after the school transfer in order to prepare for readiness in solving problems in organization structures, systematic finance support, and the broad development of education experience for the local government organizations. The department should also analyze the real causes of problems and coordinate in finding solutions for all of them.

3.1.4 School and the local administrative organizations personnel should possess understanding, attitude, and awareness in benefits of school transfer to the local government organizations. Both schools and the local government organizations should give precedence to share knowledge, build knowledge management atmosphere, and cooperate with relevant offices. This will enable personnel to gain understandings, possess good attitudes, and have enough information for decision making in the transfer.

3.1.5 In order to lessen personnel's concern towards their transferred rights, benefits, and occupation advancement after the transfer, the Department of Local Administration should explain in detail about their status as an officer of the local government organizations who still maintain better or less rights, benefits, occupation advancement, and position transfer than that of the Office of the Basic Education Commission in certain aspects.

3.1.6 The Office of Decentralization to Local Government Organizations Committee and the Office of Basic Education Commission should cooperate in preparing for building readiness within schools and the local government organizations by steadily constructing participatory interactions among organizations through educational activities and projects in their areas.

5.3.2 Recommendations for Further Studies

3.2.1 The local government organizations should systematically and steadily monitor and assess the results of the development in education quality.

3.2.2 Stakeholders, especially communities and student guardians, should be given a chance so that they can participate in follow-ups and assessments.

3.2.3 The impacts towards administrators, teachers, students, and communities after the school transfer to the local government organizations should be studied.

3.2.4 The procedures of developing proper and accurate local curricular, including the curricular taken to try out at schools, should be studied and publicized.