



**THE DEVELOPMENT OF THE EFFECTIVE SUB DISTRICT SCHOOL
THROUGH THE PARTNERSHIP PROCESS IN THAILAND**

**By
Mullawee Rochefolle**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

Department of Educational Administration

Graduate School

SILPAKORN UNIVERSITY

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การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย

โดย

นางมัลลวีร์ รอดโพธิ์

ดุขฎฐินิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาปรัชญาดุขฎฐิบัณทิต

สาขาวิชาการบริหารการศึกษา

ภาควิชาการบริหารการศึกษา

บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร

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The Graduate School, Silpakorn University has approved and accredited the Dissertation title of “the Development of the Effective Sub District School through the Partnership Process in Thailand” submitted by Mrs. Mullawee Rochefolle as a partial fulfillment of the requirement of the degree of Doctor of Philosophy in Educational Administration

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MULLAWEE ROCHEFOLLE : THE DEVELOPMENT OF THE EFFECTIVE SUB DISTRICT SCHOOL THROUGH THE PARTNERSHIP PROCESS IN THAILAND. DISSERTATION ADVISORS: ASST. PROF. MAJ. NOPADOL CHENAKSARA, RTAR. Ph.D. AND ASSOC. PROF. SIRICHAJ CHINATANGKUL, Ph.D., 212 pp.

The purposes of this research were to determine: 1) the baseline process of the partnership in schools, 2) the guidelines of efficient partnership process development for schools and 3) the development innovation of the partnership process in the Effective Sub District Schools. The research procedures consisted of 3 steps: 1) analyze the research conceptual frameworks on the basis of principles, concepts and theories of partnership, 2) set the manual and models of efficient partnership process in schools, 3) experiment in the sampling schools for a semester in order to look for the feasibility the proposed models of partnership process in schools towards the development innovation of the partnership process in the Effective Sub District Schools. The samples consisted of 64 schools; the respondents were school administrators and teachers, totally 192 persons. This was performed to study the feasibility of the development models of partnership process in Effective Sub District Schools. The consideration of the matter models was used by the focus group and connoisseurship. The research instruments were document analysis, the semi-structured interview, the manual and the questionnaires. The statistics in analyzing the data were frequency, percentage, arithmetic mean (\bar{x}), standard deviation (S.D.), content analysis and the analysis of variance (ANOVA).

The research findings reveal that:

1. There were 7 baseline processes of the partnership in schools which were 1) the school must know itself and participate with the School Board Committee for developing schools; 2) the school made a plan by applying the result of the school analysis; 3) the school knew the partnership and analysis; 4) the school cooperated with partnership; 5) the school set the meeting and planning with the partnership; 6) the school implemented and 7) the school reported back to the partnership.
2. The guideline of the efficient partnership program in schools formed into 3 models: 1) proactive model 2) passive model and 3) proactive and passive model. It includes the internal and external components around the schools which were the school administrators, community, the school strategic plans, the vision and the mission and administration system
3. The manual of partnership program models in the Effective Sub District School included 7 baseline processes of the partnership in school and the guideline of the efficient partnership process which was found appropriate, accurate, possible useful and accordance with the research conceptual frameworks.

Department of Educational Administration, Graduate School, Silpakorn University Academic Year 2011
Student's signature
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การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อ 1) ทราบสภาพการดำเนินงานในปัจจุบันของภาคีเครือข่าย 2) แนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน และ 3) นวัตกรรมการพัฒนาของกระบวนการภาคีเครือข่ายสำหรับโรงเรียนตีประจำตำบล ขั้นตอนการวิจัยประกอบด้วย 1) กำหนดกรอบแนวคิดการวิจัยจากหลักการพื้นฐาน ทฤษฎีของภาคีเครือข่าย 2) การสร้างคู่มือและรูปแบบการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน 3) การทดลองในโรงเรียน เพื่อหาความเป็นไปได้ในการประยุกต์รูปแบบการพัฒนาภาคีเครือข่าย อันจะนำไปสู่นวัตกรรมพัฒนาของกระบวนการภาคีเครือข่ายสำหรับโรงเรียนตีประจำตำบล กลุ่มตัวอย่าง คือ ผู้บริหารและครูจำนวน 192 คน จาก 64 โรงเรียน การพิจารณารูปแบบดังกล่าวใช้รูปแบบการสนทนากลุ่ม (focus group) และการอ้างอิงผู้ทรงคุณวุฒิ เครื่องมือที่ใช้ในการวิจัย ได้แก่ การวิเคราะห์เอกสาร แบบสัมภาษณ์กึ่งโครงสร้าง คู่มือและแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน และ แบบสอบถามความเป็นไปได้ในการประยุกต์ใช้รูปแบบและคู่มือแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน สถิติในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่ามัธยฐานเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ความแปรปรวน

ผลการวิจัย พบว่า

1. กระบวนการดำเนินงานเกี่ยวกับภาคีเครือข่ายในโรงเรียน ประกอบด้วย 7 ขั้นตอน คือ 1) โรงเรียน ต้องรู้จักตนเองและร่วมมือกับคณะกรรมการสถานศึกษาในการพัฒนา 2) โรงเรียนจัดทำแผน 3) โรงเรียนสืบเสาะหาภาคีเครือข่ายและวิเคราะห์ 4) โรงเรียนประสานความร่วมมือกับภาคีเครือข่าย 5) โรงเรียนจัดการประชุมเพื่อจัดทำแผนร่วมกับภาคีเครือข่าย 6) โรงเรียนดำเนินการ และ 7) โรงเรียนรายงานผลกลับสู่ภาคีเครือข่าย
2. แนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพในโรงเรียน นำเสนอใน 3 รูปแบบ ประกอบด้วย 1) รูปแบบเชิงรุก 2) รูปแบบเชิงรับ และ 3) รูปแบบทั้งเชิงรุกและเชิงรับ จะรวมถึงองค์ประกอบทั้งภายในและภายนอกโรงเรียน ได้แก่ ผู้บริหารสถานศึกษา ชุมชน แผนกลยุทธ์ วิสัยทัศน์และพันธกิจ และระบบบริหารจัดการ
3. คู่มือของรูปแบบการพัฒนากระบวนการภาคีเครือข่ายในโรงเรียนตีประจำตำบล เกิดจากการนำกระบวนการดำเนินงานทั้ง 7 ขั้นตอน และแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพในโรงเรียน มีความเหมาะสมถูกต้อง เป็นไปได้ และสามารถนำไปใช้ประโยชน์ได้สอดคล้องกับกรอบแนวคิดทฤษฎีของการวิจัย

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List of Acronyms

- ASEAN – The Association of South East Asian Nations
- MOE – Ministry of Education
- OBEC – The Office of the Basic Education Commission
- PISA – The Programme for International Student Assessment
- OECD – The Organization Economic Co-operation and Development
- IMD – The International Institute for Management Development
- O-NET – The Ordinary National Education Test
- TQM – Total Quality Management
- ESAO – The Educational Service Area Office
- LO – Learning Organization
- PPP – The Public-Private Partnership
- PAO- Provincial Administrative Organization
- SAO - Sub district Administrative Organization

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Chapter I

Introduction

The 21st Century is earmarked as the time of rapid change. Information and communication technology brings the world closer together in a borderless global community. Nevertheless, environment, energy sources, water resource and food security become more and more at risks with many warning signs of their gravest consequences. That is why people see the needs for the next generations to be better prepared for the current century. Although it is agreed that many countries need new approaches to solve the problems they are facing today, it is not known exactly what the 21st Century is going to be like. However, each country can find a better way to prepare their children for the future.

In accordance with the above challenges, every country deviates from what used to be considered the ‘optimal’ way to administrate themselves such as teamwork, decentralization of supportive tasks, knowledge management, networks including the partnership in order to handle what the outcome should be and prevent all problems.¹ In addition, all children must be ready to be people in the 21st Century, even though 10 years have already passed since the beginning of it. They should have skills in critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information and curiosity and imagination²

From the students’ skills in 21st Century, schools have to administrate their system and suggest to their students to becoming 21st Century students. At the mean time, schools must use a project-based curriculum for students applying for their real-

¹ European Agency for Safety and Health at Work, Research on changing world of work (Luxembourg: Office for Official Publications of the European Communities, 2002), 6.

²Tony Wagner, The Global Achievement Gap: Why Even Our Best Schools, Don't Teach the New Survival Skills, Our Children Need-and What We Can Do about It (New York: Basic Books, 2008), 8-16.

world problems. Thus, schools must upgrade themselves to be effective and efficient in both of administration system and instruction approach.

There are lots of researchers gathering the characteristics of the schools management in the present world. Dessler and Phillips have gathered the issues of the modern management schools such as the smaller organization unit, team – based organization and empowered decision making. In addition, there are more issues concerned, for example: the organization should be flatter structures; knowledge-based organizations and emphasize on vision and values.^{3,4}

Moreover, Chula Thianthai describes the patterns of the new management system. The organizations should emphasize the continuous improvement organization; be assessed by outsiders, not the administrator within the organization; focus on services; emphasize the collaboration among persons in the organization and team working; change the working process; resize the organization; decentralize and empower subordinates.⁵

At present, Thailand encounters the above mentioned situation, so supporting policies are stipulated. Firstly, the Tenth National Economic and Social Development Plan (2007-2011) has continuously emphasized that people are a center of development, so this plan must prepare the readiness of people and a system for the changing time. Development Partners are utilized in all sectors of the local community in order to prepare and push the success to local administrative organizations.⁶ In addition, the current government policy strengthens cooperation and strategies partnership with all sectors, both in Thailand and abroad, in particular in neighbor countries like in ASEAN Community in 2015. Moreover, the government has gradually and quickly invested in education at all levels and used schools as a base of each district.

³ Gary Dessler, Management: Leading People and Organizations in the 21st Century, 2nd ed. (New Jersey : Prentice-Hall, Inc., 2001) , 49-56.

⁴ Gary Dessler and Jean Phillips, Managing Now! (New York: Hugghton Mifflin Company, 2008), 20-23.

⁵ Chula Thianthai, Management : Perspectives for Managers, 3rd ed. (Bangkok: McGraw- hill International Enterprise, 2007), 17-20.

⁶ Office of the National Economic and Social Development, The Tenth National Economic and Social Development Plan (2007 – 2009) (Bangkok: Sutrapaisarn, 2007), 1-20.

The partnership with all relevant sectors, including the private sector, local administrative organizations and local communities is also encouraged to manage local system efficiently.⁷ In addition, The Ministry of Education has formulated the Proposal for the Second Decade of Education Reform (2009-2018). The vision of this reform is “All Thai people are able to access high-quality lifelong education” and also set up the relevant framework emphasizing the quality development into 4 main issues: the new generation of Thai people, a new generation of teachers who serve as learning facilitators, the revitalizing educational institutions and learning sources and the adoption of new approaches and practices for educational management and management. These make Thai Education system move forward and cope with the rapid changes in society.⁸

Statement and significance of the problems

From the National themes, the Ministry of Education was one of the agencies contributing to these themes in terms of the knowledge and human preparation in the future by initiating many projects relevant to Development partners with all sectors both inside and outside Thailand. Most of projects from the Ministry of Education are conducted by each educational institute between Thailand and other countries.

Recently, the Minister of Education (MOE) Mr. Chinnaworn Boonyakiat, has proclaimed the new policy relevant to the foresaid proposal that each Educational Service Area should have one school in each sub district which cooperates with the municipality office and people in the community. There were almost 7,000 schools participated in this program. From the new MOE policy, the Office of the Basic Education Commission (OBEC) has launched a pilot project called “The Effective Sub District School” in 2010. One hundred and eighty two schools are selected in the beginning of Year 2010. The objectives of this project are to upgrade administration of schools in each sub district to a professional standard and to enable local community to participate in Education administration in schools. In addition, OBEC has firstly

⁷ Thai government house, The Policy Statement of the Council of Ministers (BKK : Cabinet and Royal Gazette Publishing Office, 2008), 20.

⁸ Office of the Education Council, Proposal for the Second Decade of Education Reform (2009-2018) (BKK :Prig Wan Graphic, 2008), 11-30.

invested for these schools a budget of about 1.7 billion baht so as to renovate laboratory rooms, to purchase necessary material and construct new school buildings. By the end of year 2010, the number of the Effective Sub District School increases reaching to 7,000 schools nationwide. The observation of this investment is that a large proportion of development in these schools essentially emphasized on the structure and landscape of schools. Also, there are various types of school joining in this project, which made it difficult to develop all schools in the same way. In addition, the support from the community mostly involves implementing these schools. This research will clearly recommend the means of implementation as model for developing in both the internal and the external quality of schools effectively and efficiently.

Research problems

In the rapidly changing world, every society should survive and improve itself in order to make people in society live happily and successfully. Education is one of the factors that support and help people to develop themselves and their society. Hence, every country must upgrade its educational quality efficiently and effectively. The result of the Programme for International Student Assessment (PISA) in 2009 are the main criteria that greatly reflected to the quality of education system, especially reading, mathematics and science in the members of Organization for Economic Co-operation and Development (OECD), including Thailand. It showed that every subject score of Thai students tended to decrease from PISA Year 2000 to PISA in Year 2009. Most of students who had skills and knowledge higher than the international standard were in the demonstration schools and the schools in the urban area. Moreover, the differences between Bangkok student and other provincial students were higher. The summary of PISA 2009 showed that Thailand can not produce students who have potential to efficiently survive in the changing world, so Thailand must strictly develop the learning quality of Thai youth.⁹

In addition, the Thailand Educational System had been provided with a competency and quality ranking by the International Institute for Management

⁹ The Institute for the Promotion of Teaching Science and Technology, Assessment Result on PISA 2009 : Executive summary [Online], accessed 20 March 2011. Available from http://www3.ipst.ac.th/files/PISA2009_A.pdf.

Development (IMD). The IMD had arranged the IMD's World Competitiveness Ranking which rated the country members in general. Thailand was at 26 out of 58 countries in 2010 that was the same level in 2009. This level was lower than five countries in Asia, namely, Singapore, Hong-Kong, Taiwan, Malaysia and Korea.¹⁰

For the result of the National Test and the Ordinary National Education Test (O-NET), the schools which were large size, located in the urban area of the main city and famous continuously got high scores during year 2005 – 2008 and efficiently developed themselves to get even higher scores. On the other hand, the middle and small sized school including the remote and rural schools had attempted to improve themselves in many areas in order to get higher scores; but the scores were still low.¹¹

From the above international and national results, the quality of Thai Education is at risk, in particular the quality of students, schools and staff. It became national issues for Thai government to handle and search for solution. The necessity for every child to be aware of the existing situation and how it evolves became major concern as well as to upgrade the quality in every school nationwide.

Hence, the OBEC has initiated a new pilot project as a partnership between the schools under the Effective Sub District School and the schools under Lab schools Project. Even though the number of Lab schools was less than the number of Effective Sub District School, they were located in every province around Thailand. Lab schools have developed both landscape and academic area since 2003¹², so they can support and assist the Effective Sub District School in the right way following the local way of life. The purpose of this project is to jointly upgrade quality of the Effective Sub District School in terms of academic, learning approach and how to develop schools in a holistic

¹⁰ International Institute for Management Development, IMD WORLD COMPETITIVENESS YEARBOOK 2010 [Online], accessed 23 March 2011. Available from <http://www.imd.org/research/publications/wcy/upload/PressRelease.pdf>.

¹¹ The National Institute of Educational Testing Service (Public Organization), Thai Education Crisis [Online], accessed 21 March 2011. Available from <http://www.niets.or.th/upload-files/uploadfile/9/c81018b6821449c3c4e96395628c8d5f.pdf>.

¹² Office of the Basic Education Commission, The Report on Lab Schools Research Analysis (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2009), 1-8.

approach. Consequently, the researcher would like to know how to implement the partnership process in Effective Sub District School successfully and effectively.

Objectives of the research

1. To determine the baseline process of the partnership in schools
2. To determine the guidelines of efficient partnership process development for schools
3. To gain the development innovation of the partnership process in the Effective Sub District Schools

Research questions

1. What is the baseline process of the partnership in schools?
2. What are the guidelines of efficient partnership process development for schools?
3. What are the development of the partnership process in the Effective Sub District Schools ?

Research hypotheses

1. The baseline process of the partnership in schools has been maintained as the actual process.
2. The guidelines of efficient partnership process development for schools are shown by various models.
3. The development innovations of the partnership process in the Effective Sub District Schools can probably apply in schools.

Framework

The researcher reviews all documentation based on the roadmap and successful images of Effective Sub District School. These relates to every part of school, so the researchers reviews the concepts that involved the schools development. For example, the concept of effective schools belongs to Kirk and Jones, Lawrence-Lightfoot and Lezotte that draw altogether a portrait of successful and effective schools in the present. In addition, the management theories are still important to upgrade

schools become a great schools. The organizational theory concerns the techniques for running the organization perfectly like TQM of Deming, TQA of Balbridge and Learning Organization of Senge. When the organization is better, the leader and subordinators must improve themselves, so the leadership theory-situational leadership of Hersey and Blanchard and Transformational Leadership of Bass- is not of out date to support them. In the mean time, the learning theory - Andragogy of Knowles and the Learning style of Kolb gradually change the behaviors and competency of staff in the better way. In addition, the Knowledge Management theory – Learning Organization of Marquardt and Serban and Luan assisted the organization have a great database for implementing itself. The researcher also reviews the concepts, theories, policies, regulations and the researches relating to the partnership in schools and the effective schools. Semi-structured interview and focus group were used for gathering and collecting the opinions from experts both inside and outside Thailand. These data are used to be a framework of this research as shown in figure 1 below:

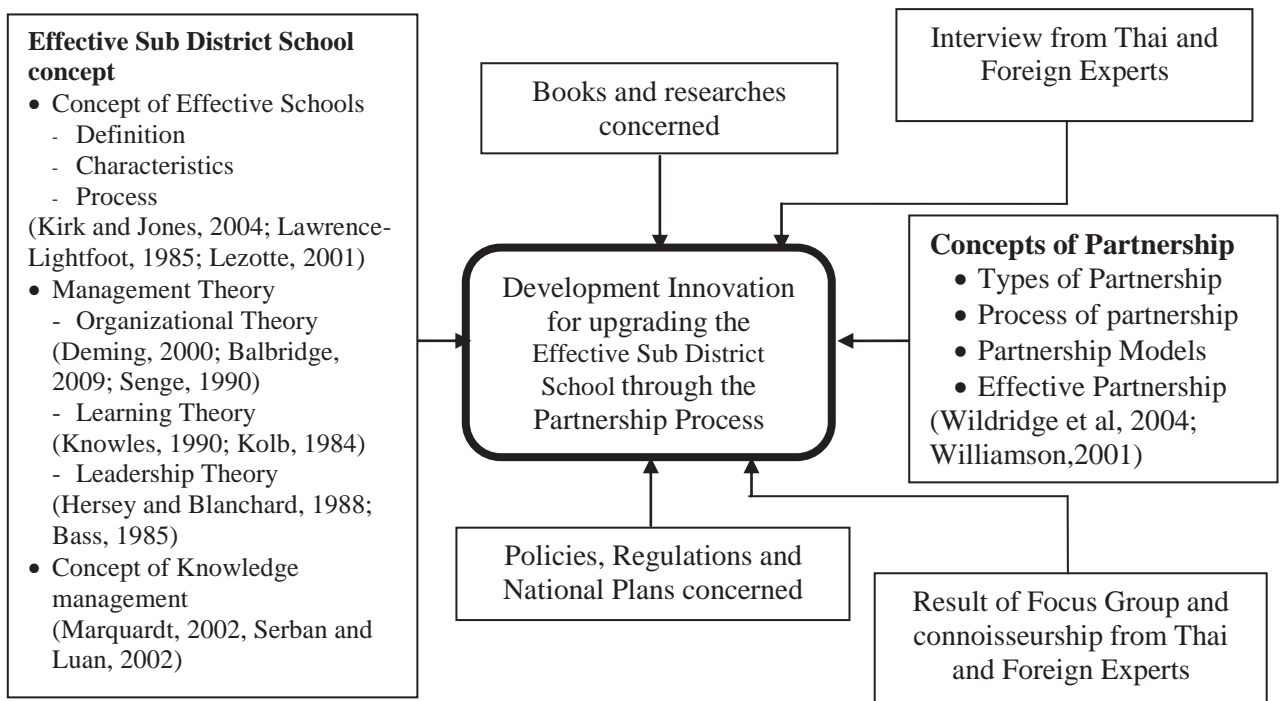


Figure 1 Framework

From: Office of the Basic Education Commission, Guideline for implementing the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 4-18.

Office of the Basic Education Commission, Roadmap for implementing the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2011), 10-15.

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Definition of Terms

1. Partnership is a pattern or prototype of relation between two or more organizations or countries contractually associated as joint principles in a specific purpose.

2. “Effective Sub District School” is a school in the community or sub district schools which are selected, one school in each sub district. These schools collaborate with the municipality office in order to design the participatory education and strengthen the high quality standards of schools in the way of academic, desirable characteristics, carrier and landscape that community accepts.

Chapter II

Review of related literature

The research entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” had gradually been gathered and synthesized from various concepts, theories, documentaries concerned and related researches. This chapter covered the main concepts of the Effective Sub District School relying on the successful images of the project and the concept of Partnership Process as below.

Concept and project of the Effective Sub District School

Schools were agencies which taught and gave new techniques and knowledge to children. Every community had schools in various types starting from the pre primary level up to secondary level. In addition, schools were mostly a center of community and were also a center of education in community. People in community were able to receive knowledge and able to be an instructor for teaching local wisdom and local vocation of each community.

School was the most important educational organization of student quality development, in particular the schools in suburbs and remote areas because mostly students in those areas lack of opportunity to access quality schools. Hence, the Office of the Basic Education Commission (OBEC) was a core department which was responsible for basic education provision for all schools, approximately 32,000 schools around Thailand. OBEC had initiated many projects serve and encourage schools in different capability and content. This was a development roadmap for all schools under OBEC through some projects as below

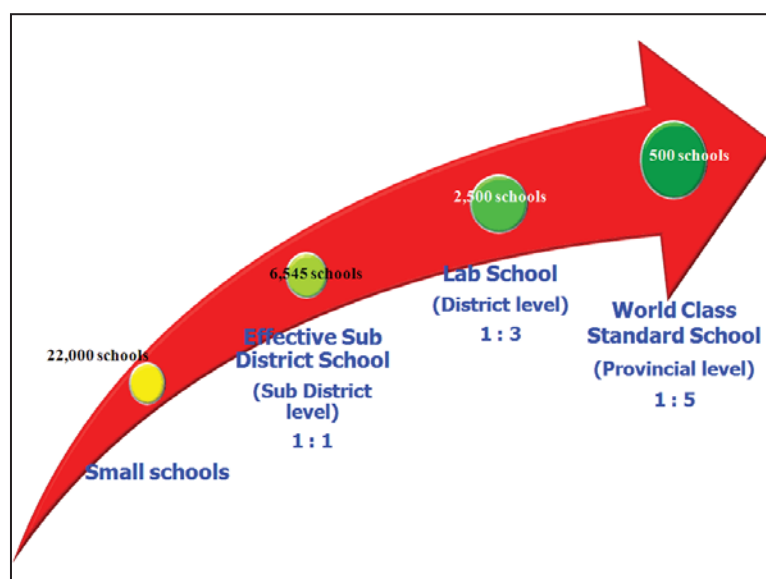


Figure 2 Roadmap of 32,000 Schools Development under OBEC

From: Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

From the figure 2, OBEC had launched the development roadmap for every school around Thailand. Three main projects, consisting of the World Class Standard School, the Lab School Project and the Effective Sub District School, had been initiated as pilot projects to develop the quality of school in each level. The World Class Standard School stood for schools in the national or provincial level. Most of schools in this project were famous schools located in the downtown or urban city. The Lab Schools were located in both rural and urban of the city. It stood for schools in district level. The Effective Sub District School was in sub district level and located in both rural and downtown of sub district. There were around 10,000 schools. For the last group, small schools had a large amount of schools. This figure showed the path the school should ideally and gradually follow to develop themselves and reach the World Class Standard.

In 2010, there were 182 Effective Sub District Schools recruited by Educational Service Area Offices (ESAO). There were guidelines for developing these schools as follow:-

To be a high quality standard school and strong in academic area, learning development activities, music and arts.

To become schools those are ready in landscape affairs

To become “earn a living” schools focusing on vocational development and incomes during study.

To become the “community” schools cooperating with local areas and strongly servicing community

For the implementation of this project, there was a road map for developing these schools to become successful. This roadmap was divided into 3 main periods:



Figure 3 Seven Expected Outcomes within 4 months

From: Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

Within 4 months, schools must prepare their landscapes appropriately and participate with the community around schools. Seven expected outcomes of school development showed evidence of well-organized plans, outstanding goals, cleanliness emphasis, shady and natural beauty, warm and colorful, safety and participation among Thai.

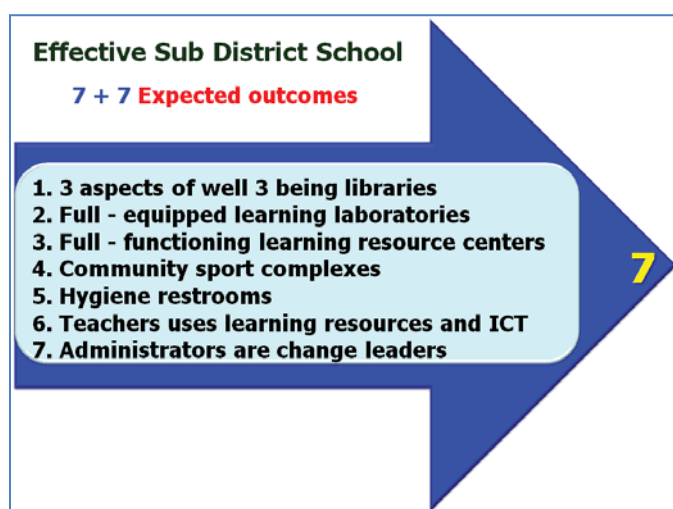


Figure 4 Seven More Expected Outcomes within 8 months

From: Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

After school prepared their surrounding, they must also prepare the supporting factors to develop the quality of education their own schools within 8 months. There were 7 more expected outcomes of school development: 3 aspects of well-being libraries, full-equipped learning laboratories, full –functioning learning resource centers, community sport complexes, hygienic restrooms, learning resources and ICT usage of teachers and the change leaders.

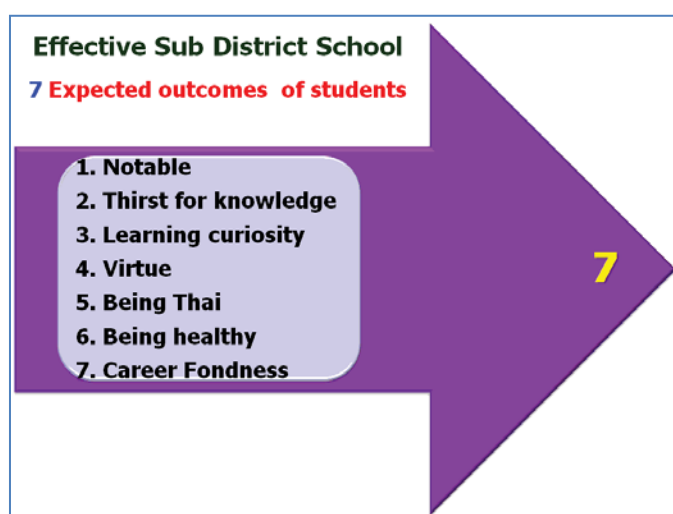


Figure 5 Seven Expected Outcomes of Students

From: Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

When schools complete in to the landscape and the quality of instruction, students must change. Thus, there were another 7 expected outcomes of students: notable, thirst for knowledge, learning curiosity, virtue, being Thai, being healthy and career fondness within 12 months.

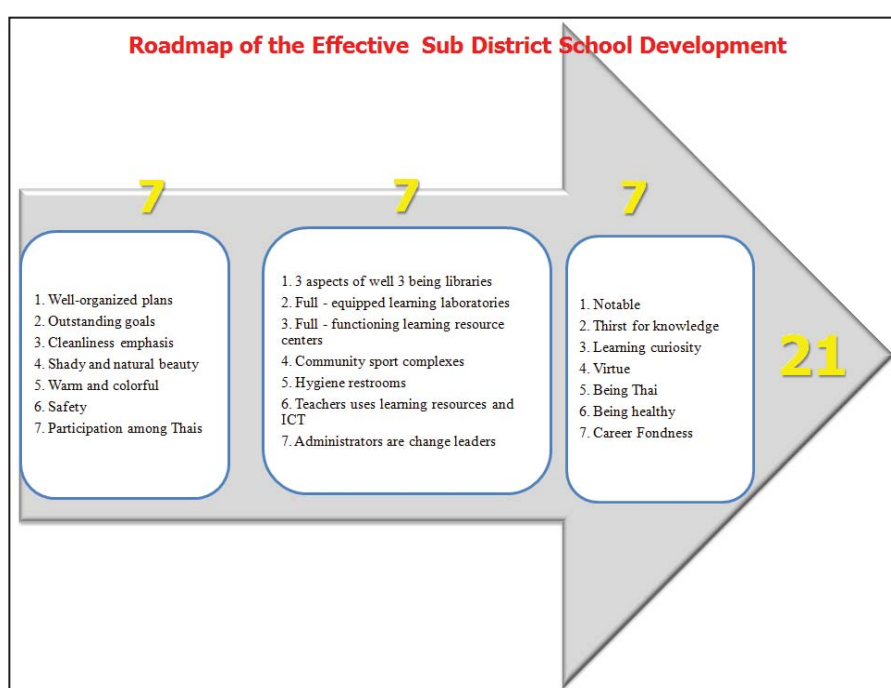


Figure 6 Roadmap of the Effective Sub District School Development

From: Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

It showed the path of Effective Sub District school development within 21 months. This development showed both outside and inside of school. Also, every person in schools was supported. In addition, this project emphasized on 3 main factors

1. Opportunity refered to enhance equally the chance of every student, no limit on gender, nations, social status, disability of body and mind

2. Quality referred to assure the capabilities and quality of students, teachers, administrators and schools in only one standard

3. Participation referred to support from any agencies in the community for developing the educational quality.¹

The successful images of this project were drawn in five main points as below:

Livelihood schools

The Effective Sub District School must be clean, sheltered and safe places. They also had enough buildings and materials for the laboratory room. In addition, they should have an organizational culture toward the efficient learning system. The schools must be a quality service for the community.

Good Teachers

The school principals focused on academic and well support. In the mean time, the number of teachers must be enough to teach, enthusiastic to teach, able to self develop and care about their students

Quality Students

The student achievement would be high and not less the national average student achievement, especially in 5 main subjects: Thai language, mathematics, science, social study and English language. The students had a good personality and character.

Participation from community

Schools cooperated with community to develop itself in the district by agreeing and signing in the Memorandum of Understanding.

Unified benefit

Schools were center of academic knowledge in the community. They provided a quality library, a computer laboratory with internet system and a sport complex for people in the community.²

¹ Office of the Basic Education Commission, Roadmap of the Effective Sub District School (Bangkok : The Agricultural Co-operative Federation of Thailand Printing, 2010), 10-15.

² Office of the Basic Education Commission, Guideline for implementing the Effective Sub District School (Bangkok : The Agricultural Co-operative Federation of Thailand Printing, 2010), 4-18.

For this project, the Ministry of Education invested more than 1,700 million baht in schools in order to purchase educational equipments and construct buildings inside school areas. During the year 2010, the number of Effective Sub District School increased from 182 schools to 6,545 schools.³

In accordance with both projects, OBEC had inaugurated the development of the Effective Sub District School by using partner schools like the Lab Schools in order to jointly develop in academic area and in landscape area because the selected Lab Schools were located in or nearby Effective Sub District School.

Concept of the effective schools

At present, the concept of effectiveness was widely accepted as a key performance index for measuring whether the management and organization achieve success or not. However, the word of effectiveness was defined differently in various areas. In economic areas, it meant the profit and beneficiary after the firms had invested. For the industrial way, it was the quality of output or products or services. In the mean time, it was the quality of the students and the satisfaction of teachers and parents in the education way.⁴ In addition, schools which had an administrative effectiveness must includes 8 components, they were the learning organization, the professional of administrators and teachers, accountability, stimulating and secure learning environment, shared vision and goals, focus on teaching and learning, purposeful teaching and high expectation of all learners.⁵ Hence, schools wanting to become effective must develop themselves. There were several methods of implementation, depending on the school context, its community support and the collaboration between students, teachers and officers concerned.

³ Ministry of Education, Effective Sub District School [Online], accessed 26 October 2010. Available from <http://www.chinnaworn.com/index.php?lay=show&ac=article&Id=539148334&Ntype=11>.

⁴ Pitichai Tanpiti, "An Analysis of System Factors Affecting Organizational Effectiveness of Basic Education Institutions" (a Research of Ph.D. Education, Educational Administration, Graduate College, Chulalongkorn University, 2004), 45.

⁵ Nongluk Ruenthong, "The Model of School Administrative Effectiveness" (a Research of Ph.D. Education, Educational Administration, Graduate College, Silpakorn University, 2007), 162 – 163.

Definition of effective schools

Effective school was an ideal need of every school because it showed the quality and a purpose accomplishment in every part of school. Many researchers and organizations tried to search for the characteristics of effective schools and for the processes to become an effective school.

Characteristic of effective schools

The success image of the effective schools was defined by several people. Researchers gathered important principles of Effective schools as follow:-

Kirk and Jones mentioned that the student success was a core principle of every effective school.⁶ In addition, Lezotte wrote the book entitled, “What Effective Schools Do” in order to guide and to assist educators with activities for implementing a continuous school improvement system through application of the seven correlates of effective schools:

A Clear School Mission

Lezotte used to propose that the effective schools must have clearly announced a school mission because the staff could be able to share an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability. This characteristic translated into a focus on the teachers, and how they needed to be able to teach all children both lower-level academic skills and higher-level cognitive abilities.

However, for teachers to be an integral part of the change process, they needed to do more than blindly accept a principal’s vision. Hence, creating an atmosphere in which teachers were considered professionals and had opportunities to continue their professional development, both within and without the school they teach in, and lead themselves towards excellence. This atmosphere, in turn, would help them lead the children to excellence.

High Expectations for Success

⁶ David J. Kirk and Terry L. Jones, Assessment Report: Effective Schools (Texas: Pearson Education, Inc., 2004), 2.

In the effective school, there was a climate of high expectations in which the staff believed and demonstrated that all students could obtain mastery of the school's essential curriculum. They also believed that they, the staff, had the capability to help all students obtain that mastery⁷

The effective school movement emphasized teacher excellence, collaboration, and mentoring so that schools became "places where every educator was recognized as a valuable contributor with unique strengths and impressive potential to learn, grow, and improve." The same approach was true for students.

Instructional Leadership

Schools needed effective leaders to communicate the school's mission and vision. By persistently reinforcing the school's mission, the principal created a shared sense of purpose and established a set of common core values among the instructional staff. Having common core values and a shared sense of purpose helped guide all members of the instructional team and avoided individuals straying from the intended goals.

In the effective school, the principal acted as an instructional leader and effectively and continually communicated the mission of the school to staff, parents, and students. In addition, the principal understood and applied the characteristics of instructional effectiveness in the management of the instructional program. Clearly, the role of the principal as the articulator of the mission of the school was crucial to the overall effectiveness of the school.⁸

The principal was not the sole leader; he or she was a "leader of leaders empowering teachers and including them in decisions about the school's instructional goals". Teachers worked together with the principal to ensure that expectations for student achievement were understood across classrooms and across grades.

Opportunity to Learn and Student Time on Task

⁷ Lawrence Lezotte, Revolutionary and evolutionary: The effective schools movement (United States: Effective Schools Products Ltd, 2001), 7.

⁸ *Ibid.*, 5.

Knowing what to teach and providing adequate time to teach were essential for effective instruction. Teachers and administrators must balance issues of increasing curricular demands with limited instructional time.

In the effective school, teachers allocated a significant amount of classroom time to instruction in the essential curricular areas. For a high percentage of this time, students were actively engaged in whole-class or large group, teacher-directed, planned learning activity.⁹

A Safe and Orderly Environment

In effective schools, “there was an orderly, purposeful, business-like atmosphere, which was free from the threat of physical harm. The school climate was not oppressive and was conducive to teaching and learning”. Lezotte also spoke of schools not only needing to eliminate “undesirable behavior” but of teaching students the necessary behaviors to make the school “safe and orderly”. Desirable behaviors would include “cooperative team learning,” “respect [for] human diversity,” and an appreciation of “democratic values”. Teachers must also model these desirable behaviors.

Positive Home-School Relations

In effective schools, “parents understood and supported the basic mission of the school and were given opportunities to play important roles in helping the school to achieve its mission.”¹⁰ However, because so many ineffective schools were located in low socioeconomic areas, many of the parents of the children attending these schools might not be able to support their children fully in their academic activities.

A good deal of the effective schools literature had focused on the need for schools to serve and educated not only the child but the entire family and to include parents as a valued member of the school family. Schools developed programs for parents in the evenings and on weekends, the idea being that if the children saw their parents valuing education, they would also value it. When this happened, “the kids settled down and got serious about learning, and then they achieved positive results”. The attitude was for schools to do whatever they had to in order to get the parents

⁹ Ibid., 9.

¹⁰ Ibid., 8.

involved and strengthened the parent-child-school relationship. Parents “should be treated as respected partners who brought important perspectives and often the untapped potential to grow in their capacity to support their children’s education”.

Frequent Monitoring of Student Progress

“In the effective school, pupil progress over the essential objectives were measured frequently, monitored frequently, and the results of those assessments were used to improve the individual student behaviors and performances, as well as to improve the curriculum as a whole”

Sadker and Zittleman attempted to determine what factors created successful schools. Several studies had revealed a common set of characteristics, a five-factor theory of effective schools. They said that effective schools were able, through these five factors, to promote student achievement.

Factor 1: Strong Leadership

Sara Lawrence Lightfoot drew portraits of six effective schools. Two, George Washington Carver High School in Atlanta and John F. Kennedy High School in the Bronx, were inner-city schools. High-land Park High School near Chicago and Brookline High School in Brookline, Massachusetts, were upper middle-class and suburban. St. Paul's High School in Concord, New Hampshire, and Milton Academy near Boston were elite preparatory schools. Despite the tremendous difference in the styles and textures of these six schools, ranging from the pastoral setting of St. Paul's to inner-city Atlanta, they all were characterized by strong, inspired leaders, such as Robert Mastruzzi, principal of John F. Kennedy High School.

When Robert Mastruzzi started working at Kennedy, the building was not yet completed. Walls were being built around him as he sat in his unfinished office and contemplated the challenge of not only his first principal ship but also the opening of a new school. During his years as principal of John F. Kennedy, his leadership style had been collaborative, actively seeking faculty participation. Not only did he want his staff to participate in decision making, but he gave them the opportunity to try new things—and even the right to fail. For example, one teacher made an error about the precautions necessary for holding a rock concert (800 adolescents had shown up, many high or inebriated). Mastruzzi realized that the teacher had learned a great deal from the experience, and he let her try again. The second concert was a great success. "He saw

failure as an opportunity for change," the teacher said. Some teachers described him with superlatives, such as "he was the lifeblood of this organism" and "the greatest human being I had ever known."

Mastruzzi seemed to embody the characteristics of effective leaders in good schools. Researchers said that students made significant achievement gains in schools in which principals

- To articulate a clear school mission

- To be a visible presence in classrooms and hallways

- To hold high expectations for teachers and students

- To spend a major portion of the day working with teachers to improve instruction

- To be actively involved in diagnosing instructional problems

- To create a positive school climate¹¹

Factor 2: A Clear School Mission

A day in the life of a principal could be spent trying to keep small incidents from becoming major crises. But the research was clear: in effective schools, good principals somehow found time to develop a vision of what that school should be and to share that vision with all members of the educational community. Successful principals could articulate a specific school mission, and they stressed innovation and improvement. In contrast, less effective principals were vague about their goals and focus on maintaining the status quo. They made such comments as, "We had a good school and a good faculty, and I wanted to keep it that way."

It was essential that the principal shared his or her vision, so that teachers understood the school's goals and all work together for achievement. Unfortunately, when teachers were polled, more than 75 percent said that they had either no contact or infrequent contact with one another during the school day. In less effective schools, teachers lacked a common understanding of the school's mission, and they functioned as individuals charting their own separate courses.

¹¹ Sara Lawrence-Lightfoot, The Good High School: Portraits of Character and Culture (USA: Basic Books, 1985), 56-70.

The need for the principal to share his or her vision extended not only to teachers but to parents as well. When teachers worked cooperatively and parents were connected with the school's mission, the children were more likely to achieve academic success.

Factor 3: A Safe and Orderly Climate

Certainly before students can learn or teachers can teach, schools must be safe. An unsafe school was, by definition, ineffective. Despite the attention-grabbing headlines and the disturbing incidents of student shootings, schools today were safer than they had been in years. Nearly all public school teachers (98 percent) and most students (93 percent) reported feeling safe in schools. Yet the image of unsafe schools persisted, and for more than two decades, opinion polls had shown that the public considered lack of discipline to be among the most serious problems facing schools.

The vast majority of schools provided safe learning environments. This was accomplished by more than metal detectors and school guards. Safe schools focused on academic achievement, the school mission, involving families and communities in school activities, and creating an environment where teachers, students and staff were treated with respect. Student problems were identified early, before they deteriorated into violence. School psychologists, special education programs, family social workers, and school-wide programs increased communication and reduce school tension.

In some of America's most distressed neighborhoods, safe schools provided a much needed neighborhood refuge. Sara Lawrence Lightfoot told of the long distances that urban students travel to reach John F. Kennedy High School in the Bronx. One girl, who did not have money to buy a winter coat or glasses to see the chalkboard, rode the subway 1 hour and 40 minutes each way to get to school. She never missed a day, because for her, school was a refuge and a place of hope where she can learn in safety.

Factor 4: Monitoring Student Progress

As the researcher walked through the halls of a school we would call Clear view Elementary School, she noted attractive displays of student work mounted on bulletin boards and walls. Also posted were profiles clearly documenting class and school progress toward meeting academic goals. Students had a clear sense of how they were doing in their studies: they kept progress charts in their notebooks. During teacher interviews, the faculty talked about the individual strengths and weaknesses of their

students. Teachers referred to student folders that contained thorough records of student scores on standardized tests, as well as samples of class work, homework, and performance on weekly tests.

A visit to Foggy Bottom Elementary, another fictitious school with a revealing name, disclosed striking differences. Bulletin boards and walls were attractive, but few student papers were posted, and there was no charting of progress toward academic goals. Interviews with students showed that they had only a vague idea of how they were doing and of ways to improve their academic performance. Teachers also seemed unclear about individual student progress. When pressed for more information, one teacher sent the researcher to the guidance office, saying, "I thought they kept some records like the California Achievement Tests. Maybe they can give you what you were looking for."

Effective schools carefully monitored and assessed student progress in a variety of ways:

Norm-referenced tests compared individual students with others in a nationwide norm group

Objective-referenced tests measured whether a student had mastered a designated body of knowledge.

Other measures may be less formal. Teacher-made tests were an important measure of student progress. Some teachers asked students to track their own progress in reaching course objectives as a way of helping them assume more responsibility for their own learning. Homework was another strategy to monitor students. Researcher Herbert Walberg and colleagues found that homework increased student achievement scores from the 50th to the 60th percentile. When homework was graded and commented on, achievement was increased from the 50th to nearly the 80th percentile. Although these findings suggested that graded homework was an important ingredient in student achievement, how much homework to assign, and what kinds of homework tasks were most effective, continue to be points of contention.

The teachers were excited. A group of their students had received extraordinary scores on a test that predicts intellectual achievement during the coming year. Just as the teachers had expected, these children attained outstanding academic gains that year.

In effective schools, teachers hold high expectations that students can learn, and they translated these expectations into teaching behaviors. They set objectives, worked toward mastery of those objectives, spent more time on instruction, and actively monitored student progress. They were convinced that students can succeed.¹²

Department of Public Instruction, Wisconsin State affirmed that Successful Schools were places with high expectation for everyone: educators, parents and other community members. Hence, this department published Characteristics of Successful Schools describing the main components of successful schools. There were seven characteristics as follows:-

Vision

A vision was a guiding force when all educational decisions were based on its framework and goals. The clearer the vision was the better road map of implementation. The vision was also achieved when the administration, teachers, support staff, students, families, and representative community members were able to clearly communicate that visions through the daily operation of the school district.

Leadership

Strong leadership promoted excellence and equity in education. Effective leadership was essential to the development and continuing improvement of any organization. An educational leader was needed to focus efforts on excellence and equity in education.

High Academic Standards

High academic standard describe what students were expected to know and be able to do. High standards in each and every subject were the foundation for academic success. Academic standards provided a clear definition of expectations for all students. Standards served as a common target for students, staff and parents.

¹² David M. Sadker and Karen Zittleman, Teachers, Schools and Society: A Brief Introduction to Education (USA: McGraw-Hill Humanities/Social Sciences/Languages, 2009), 340 – 362.

Standards of the Heart

In a school, standards of the heart helped children become caring, contributing, productive, and responsible members of society. Schools must foster positive character traits in their students in many ways. Students and staff may say the school had a positive climate; parents may note it was an equitable school where diversity was valued and stereotyping and harassment were not tolerated. The community might observe that students and staff were often engaged in service to others. In reality, standards of the heart were all of these things, and they added a new dimension to the idea of achievement.

Family, School and Community Partnerships

Family and community participation in the schools recognized the important role that families, communities, and schools played in helping all children succeed in school and in life. Partners brought their own strengths, skills, perspectives and knowledge to the educational process, and they all needed to be welcomed and respected for their contributions.

Professional Development

Professional development was a continuous learning process across all levels of education for the entire learning community. Quality professional development expanded the capacity of the learning community to realize its vision and reach its goals. Professional development ensured that school staff had the content, process, knowledge, skills, dispositions, and accountability to help all students achieve high standards. For school staff, professional development helped enhance their ability and facilitate organizational change.

Evidence of Success

Evidence of success was found in the data related to student achievement, behaviors, and demographics, programs, and staff perceptions. It facilitated decision making leading to the improvement of teaching and learning. Successful schools gathered and used a variety of information (data) to improve teaching and learning. Data gathered became a basis for identifying areas of excellence and areas of need.

The improvement process should include people representing the interests of the school, as well as the district and the community-at-large. The improvement process took two dimensions: the district level and the school level. At the district level, the

following would be involved: school board members, administrators, teachers, school counselors, parents, students, other community members, and union representatives. Their role was to set the district's vision and identify the district wide data, needs, and goals.¹³

Process of effective schools

How the schools succeed was a question that effective schools were always prepared to answer. Many researchers and organizations concerned identified the means of evolving into the effective schools. Some documents established a framework of school success; others apply organizational theories such as Total Quality Management (TQM), Learning Organization (LO) to nurture the schools system. These documents are reviewed as follows:-

The Character Education Partnership (CEP) was a national advocate and leader for the character education movement focusing on defining and encouraging effective practices and approaches to quality character education and provides a forum for the exchange of ideas. The Character education was not a new concept; it related to the development of young people with a core ethical and performance value and includes the concept of positive school culture, moral education. It revised a new framework of School success through a new book, entitled “The Eleven Principles of Effective Character Education.” This book was a keystone of CEP’s philosophy on effective character education. There were 11 principles of effective character education as follows:-

1. The school community promoted core ethical and performance values as the foundation of good character.
2. The school defined “character” comprehensively to include thinking, feeling, and doing.
3. The school used a comprehensive, intentional, and proactive approach to character development.
4. The school created a caring community.

¹³ Department of Public Instruction, What are the characteristics of a successful school?, [Online], accessed 9 February 2011. Available from <http://www.dpi.state.wi.us/sig/improvement/character.html>.

5. The school provided students with opportunities for moral action.
6. The school offered a meaningful and challenging academic curriculum that respected all learners, developed their character, and helped them to succeed.
7. The school fostered students' self-motivation.
8. The school staff was an ethical learning community that shared responsibility for character education and adhered to the same core values that guide the students.
9. The school fostered shared leadership and long-range support of the character education initiative.
10. The school engaged families and community members as partners in the character-building effort.
11. The school regularly assessed its culture and climate, the functioning of its staff as character educators, and the extent to which its students manifest good character.¹⁴

Australian Capital Territory (ACT), Department of Education and Training proposed a framework for school improvement that provided ACT public schools with a structure for raising quality, achieving excellence and delivering better schools for better futures. The framework harmonized between research and planning that would help schools to undertake self-assessment, which was context-specific, evidence-informed and outcomes-focused.

All ACT public schools would apply the School Improvement Framework to critically examine their programs and practices. The framework provided schools reaching stakeholder expectations, delivering on system priorities and implementing strategic initiatives, such as the Literacy and Numeracy Strategy 2009-2013.

The framework would help schools to:

Make best use of evidence-informed processes and tools to evaluate their performance

¹⁴ Character Education Partnership, [the Eleven Principles of Effective Character Education](http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf) [Online], accessed 9 February 2011. Available from http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf

Self-assess to identify school priorities

Develop a four year school plan and an annual operating plan with a focus on improvement over time

Establish accountability measures and targets that indicate their improvements and inform further planning

Report on their progress regularly.

The learning and teaching domain described the context in which the curriculum was delivered. High quality learning occurred when teachers made appropriate decisions about what was taught, how to engage students in meaningful experiences and how progress would be assessed to inform future actions.

These elements describe how:

teachers applied their contemporary and professional knowledge to establish highly effective learning environments

teachers set expectations, planned for success and assessed learning outcomes

school curriculum design and delivery established explicit and high standards for learning.

Leading and managing domain

The leading and managing domain was concerned with communicating a clear vision for a school and establishing effective management structures. Leaders set directions and guide the school community in alignment of its purpose and practice. Effective leadership within the school was collegial, student centered and teacher focused, promoting a collective responsibility for improvement.

These elements describe how:

school vision was collaboratively developed to be realistic, challenging and future oriented

leaders used reflective practices to appropriately manage people to achieve improvements to teaching and learning

the school's leadership team demonstrated effective resource management to achieve results.

Student environment domain

The student environment domain describes the promotion of positive and respectful relationships which were stable, welcoming and inclusive. In safe and

productive learning environments students willingly engaged and participated in the broad range of learning opportunities. They contributed to decisions about their learning and their contributions were valued.

These elements describe how:

quality learning environments were created to focus on student needs and foster potential skills and interests

schools created opportunities for students to develop into self-regulating learners within and beyond the classroom

schools valued participation, and encourage student expression of new knowledge and understanding.

Community involvement domain

The community involvement domain described the development of quality ongoing community partnerships and networks. Schools were responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success were promoted as educational outcomes.

These elements describe how:

schools developed effective relationships with parents/careers to support student engagement with learning

the school enriched the curriculum through partnerships and activities involving the local community and resources

the school celebrated successful learning outcomes and promotes its achievements across the wider community.¹⁵

Management Theory

As the world rapidly changes, schools must change themselves to manage and implement on their own. The management theory was applied in the school

¹⁵ Australian Capital Territory, Department of Education and Training, School Improvement Framework: Better schools... better futures, Raising quality and achieving excellence in ACT public schools (Canberra: the ACT Department of Education and Training by Publishing Services, 2009), 1-8.

development system. There were various theories of management assisting schools implementation in the changing worlds.

Organizational Theory

School development varied in implementation depending on the context around the schools and how much supported they receive from the people concerned in community. As schools were an organization to promote the education for the children and youth in the community, organizational theory was an option to assist schools to improve themselves in terms of the environment, students, teachers and personnel in the school even though the situation around them changed rapidly. The researcher had reviewed a few organizational theories suiting for the schools development.

Learning Organization was an organizational theory suiting for every place in present time because it covered a concept from individual to group development. Peter Senge proposed his concept of a learning organization as a group of people who were continually increasing their capabilities to create what they wanted to create. His concept had been deeply influential. The five disciplines that Senge identified for converging to innovation of learning organizations were:

System thinking was the keystone of the learning organization that integrated the other disciplines. It acknowledged that organizations were complex systems composed of many inter-related components. It was very important to understand how key components dynamically interacted with each other to give life to the system. Managers within the organization must learn to think at the 'systems' level, giving more importance to the long-term impact of system dynamics instead of the short-term problems encountered in each part of the system.

Personal mastery referred to the discipline of an individual being able to continuously clarify and deepen his personal vision, focus his energies, develop patience, and openly and honestly see reality as it exists. Personal learning did not ensure organizational learning, but the latter cannot exist without the former. Individuals must therefore strive to learn and live life from a creative rather than a reactive perspective. Having a very clear personal vision of how things should be and a very objective recognition of what the reality was would help the individual determine the gap between his vision and the reality, motivating him to learn in active pursuit of continuous improvement.

Mental models represented an individual's ability to compare new ideas with internal images of how the world worked. These mental images, if in contrast with new ideas, can prevent the latter from being turned into reality. It was therefore important for an organization to foster openness among its people while providing them with the right direction in order to prevent mental models from limiting the organization's ability to put new ideas into practice.

Building shared vision referred to the ability of a group to form and hold a common picture of a desired future that its members sought to create.

Team learning started with a 'dialogue', or the process of 'thinking together', wherein its members suspended personal assumptions and entered into a state of genuine group awareness and collective thinking. Achieving personal mastery and having a shared vision were important to a learning organization, but were not sufficient. People needed to be able to learn together, so they can act together.¹⁶

In addition, the concept of Total Quality Management (TQM) had gradually evolved in the organization system. TQM was a total organizational approach for meeting customer needed and expectations that involved all managers and employees in using quantitative methods to improve continuously the organization's processes, products and services. TQM was associated with the organization itself, which was also a social system.

The foundations of what we today call TQM, may be dated to the early 1950s and were often referred to as based on fundamentals from people like Edwards W. Deming, Joseph M. Juran and Kaoru Ishikawa. Learning the basics from Deming and Juran, Japanese companies extended and customized the integrated approach and culture of TQM. Deming offered fourteen key principles for management to transform Organization effectiveness. The points were first presented in his book *Out of the Crisis*. It was credited with launching the Total Quality Management movement

1. Constancy of purpose

Create constancy of purpose for continual improvement of products

¹⁶ Peter Senge, *The Fifth Discipline: The art and practice of the learning organization* (New York: Doubleday, 1990), 57 -68.

and service to society, allocating resources to provide for long range needed rather than only short term profitability, with a plan to become competitive, to stay in business, and to provide jobs.

2. The new philosophy

Adopt the new philosophy. We were in a new economic age, created in Japan. We can no longer live with commonly accepted levels of delays, mistakes, defective materials, and defective workmanship. Transformation of Western management style is necessary to halt the continued decline of business and industry.

3. Cease dependence on mass inspection

Eliminate the need for mass inspection as the way of life to achieve quality by building quality into the product in the first place. Require statistical evidence of built in quality in both manufacturing and purchasing functions.

4. End lowest tender contracts

End the practice of awarding business solely on the basis of price tag. Instead, require meaningful measures of quality along with price. Reduce the number of suppliers for the same item by eliminating those that did not qualify with statistical and other evidence of quality. The aim was to minimize total cost, not merely initial cost, by minimizing variation. This might be achieved by moving toward a single supplier for any one item, on a long term relationship of loyalty and trust. Purchasing managers had a new job, and must learn it.

5. Improve every process

Improve constantly and forever every process for planning, production, and service. Search continually for problems in order to improve every activity in the company, to improve quality and productivity, and thus to constantly decrease costs, Institute innovation and constant improvement of product, service, and process. It was management's job to work continually on the system (design, incoming materials, maintenance, improvement of machines, supervision, training, retraining).

6. Institute training on the job

Institute modern methods of training on the job for all, including management, to make better use of every employee. New skills were required to keep up with changes in materials, methods, product and service design, machinery, techniques, and service.

7. Institute leadership

Adopt and institute leadership aimed at helping people do a better job.

The responsibility of managers and supervisors must be changed from sheer numbers to quality. Improvement of quality would automatically improve productivity. Management must ensure that immediate action was taken on reports of inherited defects, maintenance requirements, poor tools, fuzzy operational definitions, and all conditions detrimental to quality.

8. Drive out fear

Encourage effective two way communication and other means to drive out fear throughout the organization so that everybody may work effectively and more productively for the company.

9. Break down barriers

Break down barriers between departments and staff areas. People in different areas, such as Leasing, Maintenance, Administration, must work in teams to tackle problems that may be encountered with products or service.

10. Eliminate exhortations

Eliminate the use of slogans, posters and exhortations for the work force, demanding Zero Defects and new levels of productivity, without providing methods. Such exhortations only create adversarial relationships; the bulk of the causes of low quality and low productivity belong to the system, and thus lie beyond the power of the work force.

11. Eliminate arbitrary numerical targets

Eliminate work standards that prescribed quotas for the work force and numerical goals for people in management. Substitute aided and helpful leadership in order to achieve continual improvement of quality and productivity.

12. Permit pride of workmanship

Remove the barriers that robbed hourly workers, and people in management, of their right to pride of workmanship. This implied, among other things, abolition of the annual merit rating (appraisal of performance) and of Management by Objective. Again, the responsibility of managers, supervisors, foremen must be changed from sheer numbers to quality.

13. Encourage education

Institute a vigorous program of education, and encourage self improvement for everyone. What an organization needs was not just good people; it needed people that are improving with education. Advances in competitive position would have their roots in knowledge.

14. Top management commitment and action

Clearly define top management's permanent commitment to ever improving quality and productivity, and their obligation to implement all of these principles. Indeed, it was not enough that top management committed themselves for life to quality and productivity. They must know what it is that they are committed to — that is, what they must do. Create a structure in top management that will push every day on the preceding 13 Points, and take action in order to accomplish the transformation.

Moreover, Deming in the 1950's proposes that business processes should be analyzed and measured to identify sources of variations that cause products to deviate from customer requirements. He recommended that business processes be placed in a continuous feedback loop so that managers could identify and change the parts of the process that need improvements. As a teacher, Deming created a diagram to illustrate this continuous process, commonly known as the PDCA cycle for Plan, Do, Check, Act.

PLAN

Establish the objectives and processes necessary to deliver results in accordance with the expected output. By making the expected output the focus, it differed from other techniques in that the completeness and accuracy of the specification is also part of the improvement.

DO

Implement the new processes, often on a small scale if possible.

CHECK

Measure the new processes and compare the results against the expected results to ascertain any differences.

ACT

Analyze the differences to determine their cause. Each would be part of either one or more of the P-D-C-A steps. Determine where to apply changes that will

include improvement. When a pass through these four steps did not result in the need to improve, refined the scope to which PDCA was applied until there was a plan that involves improvement.¹⁷

The concept of quality in the organization was developed from Total Quality Management (TQM) to the Malcolm Baldrige National Quality Award (MBNQA) by the National Institute of Standards and Technology (NIST). This award was a good example of Public-Private partnership because government was fundamental to the success of the Baldrige National Quality Program in improving national competitiveness. Private sector supported for the Program in the form of funds, volunteer efforts, and participation in information transfer continues to grow. The purposes of this award were:

To be a standard for organization seeking the highest levels of overall quality performance and competitiveness.

To be a framework that can be used by organization to tailor their systems and processes towards ever improving quality and performance.

To help evaluate quality standards and expectations, and to facilitate communication and sharing among and within organizations of all types based on common understanding of key quality requirements.

In addition, NIST had stipulated the Criteria for Performance Excellence by categorizing into three types: business/nonprofit criteria, health care criteria and education criteria. The requirements of the Criteria for Performance Excellence were embodied in seven Categories, as follows:

Leadership (Category 1)

Leadership addressed how your senior leaders' actions guided and sustained your organization, setting organizational vision, values, and performance expectations. Attention was given to how your senior leaders communicated with your workforce, enhanced their leadership skills, participated in organizational learning and developed future leaders, created a focus on action, and established an environment that encourages ethical behavior and high performance. The category also included your organization's

¹⁷ William E. Deming, Out of the Crisis (Massachusetts: MIT Press, 2000), 18 - 28.

governance system and how your organization fulfilled its legal, ethical, and societal responsibilities and supported its key communities.

Strategic Planning (Category 2)

Strategic Planning addressed strategic and action planning, implementation of plans, how adequate resources were ensured to accomplish the plans, how accomplishments were measured and sustained, and how plans were changed if circumstances required a change. The category stressed that long-term organizational sustainability and your competitive environment were key strategic issues that needed to be integral parts of your organization's overall planning. Decisions about your organizational core competencies were an integral part of organizational sustainability and therefore were key strategic decisions.

While many organizations were increasingly adept at strategic planning, plan execution was still a significant challenge. This was especially true given market demands to be agile and to be prepared for unexpected change, such as volatile economic conditions or disruptive technologies that can upset an otherwise fast-paced but more predictable marketplace. This category highlighted the need to place a focus not only on developing your plans, but also on your capability to execute them.

The Baldrige Criteria emphasized three key aspects of organizational excellence. These aspects were important to strategic planning:

Customer-driven excellence was a strategic view of excellence. The focus was on the drivers of customer engagement, new markets, and market share—key factors in competitiveness, profitability, and organizational sustainability.

Operational performance improvement and innovation contributed to short- and longer-term productivity growth and cost/price competitiveness. Building operational capability—including speed, responsiveness, and flexibility—represented an investment in strengthening your organizational fitness.

Organizational and personal learning were necessary strategic considerations in today's fast-paced environment. The Criteria emphasized that improvement and learning need to be embedded in work processes. The special role of strategic planning was to align work systems and learning initiatives with your organization's strategic directions, thereby ensuring that improvement and learning prepared you for and reinforced organizational priorities.

Customer Focus (Category 3)

Customer Focus addresses how your organization sought to engage your customers, with a focus on listening to and supporting customers, determining their satisfaction, offering the right products, and building relationships that result in loyalty through customers' investment in your brand and product offerings. The category stressed customer engagement as an important outcome of an overall learning and performance excellence strategy. Your customer satisfaction and dissatisfaction results provided vital information for understanding your customers and the marketplace. In many cases, the voice of the customer provided meaningful information not only on your customers' views but also on their marketplace behaviors and how these views and behaviors may contribute to the sustainability of your organization in the marketplace.

Measurement, Analysis, and Knowledge Management (Category 4)

The Measurement, Analysis, and Knowledge Management category was the main point within the Criteria for all key information about effectively measuring, analyzing, and improving performance and managing organizational knowledge to drive improvement and organizational competitiveness. In the simplest terms, category 4 is the "brain center" for the alignment of your organization's operations with its strategic objectives. Central to such use of data and information are their quality and availability. Furthermore, since information, analysis, and knowledge management might themselves be primary sources of competitive advantage and productivity growth, this category also included such strategic considerations.

Workforce Focus (Category 5)

Workforce Focus addressed key workforce practices—those directed toward creating and maintaining a high-performance work environment and toward engaging your workforce to enable it and your organization to adapt to change and to succeed. The category covered your capability and capacity needs and your workforce supported climate. Your workforce focus included workforce engagement, development, and management, which should be addressed in an integrated way (i.e., aligned with your organization's strategic objectives and action plans).

To reinforce the basic alignment of workforce management with overall strategy, the Criteria also covered human resource or workforce planning as part of overall planning in the Strategic Planning category (category 2).

Operations Focus (Category 6)

Operations Focus addresses how the work of your organization was accomplished. It examined how your organization designed, managed, and improved its key work processes and the work systems of which they were a part. It stressed the importance of your core competencies and how you protected and capitalized on them for success and organizational sustainability. It called specific attention to the need to prepare for potential emergencies and to ensure continuity of operations.

Efficient and effective work systems required effective design; a prevention orientation; and linkage to customers, suppliers, partners, and collaborators, as well as a focus on value creation for all key stakeholders; operational performance improvement; cycle time reduction; emergency readiness; and evaluation, continuous improvement, innovation, and organizational learning.

Work systems must also be designed in a way that allowed your organization to be agile. In the simplest terms, “agility” referred to your ability to adapt quickly, flexibly, and effectively to changing requirements. Depending on the nature of your organization’s strategy and markets, agility might mean rapid change from one product to another, rapid response to changing demands or market conditions, or the ability to produce a wide range of customized services. Agility also increasingly involved decisions to outsource, agreements with key suppliers, and novel partnering arrangements. Cost and cycle time reduction may be achieved through Lean process management strategies. Defect reduction and improved product yield may involve Six Sigma projects. It was crucial to utilize key measures for tracking all aspects of your operations management.

Results (Category 7)

The Results category provided a results focus that encompasses your objective evaluation and your customers’ evaluation of your organization’s product offerings, as well as your evaluation of your key processes and process improvement activities; your customer-focused results; your workforce results; your governance, leadership system, and societal responsibility results; and your overall financial and market performance. Through this focus, the Criteria’s purposes—superior value of offerings as viewed by your customers and the marketplace; superior organizational performance as reflected in your operational, workforce, legal, ethical, societal, and

financial indicators; and organizational and personal learning—were maintained. Category 7 thus provided “real-time” information (measures of progress) for evaluation and improvement of processes and products, in alignment with your overall organizational strategy. The Measurement, Analysis and Knowledge Management called for analysis and reviewed of results data and information to determine your overall organizational performance and to set priorities for improvement.

In addition, this framework provided the connecting and integrating of the categories. From top to bottom, the framework had the following basic elements.

Organizational Profile

At first, the Organizational Profile set the context for the way an organization operates. The environment, key working relationships, and strategic challenges and advantages served as an overarching guide for your organizational performance management system.

System Operations

The system operations were composed of the six Baldrige Categories in the center of the implementation that defined your operations and the results you achieve. Leadership (Category 1), Strategic Planning (Category 2), and Customer Focus (Category 3) represented the leadership triad. These Categories were placed together to emphasize the importance of a leadership focus on strategy and customers. Senior leaders set your organizational direction and sought future opportunities for your organization. Workforce Focus (Category 5), Process Management (Category 6), and Results (Category 7) represented the results triad. The organization’s workforce and key processes accomplished the work of the organization that yielded your overall performance results. All actions pointed toward Results—a composite of product, customer, market and financial, and internal operational performance results, including workforce, leadership, governance, and societal responsibility results.

The horizontal arrow in the center of the framework linked the leadership triad to the results triad, a linkage critical to organizational success. Furthermore, the arrow indicated the central relationship between Leadership (Category 1) and Results (Category 7). The two-headed arrows indicated the importance of feedback in an effective performance management system.

System Foundation

Measurement, Analysis, and Knowledge Management (Category 4) were critical to the effective management of your organization and to a fact-based, knowledge-driven system for improving performance and competitiveness. Measurement, Analysis, and Knowledge Management served as a foundation for the performance management system

In addition, the above criteria depended on 11 core values and concepts that were a keystone for high performing organizations as follows

1. Visionary Leadership

Your organization's senior leaders should set directions and create a customer focus, clear and visible organizational values, and high expectations for the workforce. The directions, values, and expectations should balance the needs of all your stakeholders. Your leaders should ensure the creation of strategies, systems, and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities, and ensuring organizational sustainability. The defined values and strategies should help guide all your organization's activities and decisions. Senior leaders should inspire and encourage your entire workforce to contribute, to develop and learn, to be innovative, and to embrace meaningful change. Senior leaders should be responsible to your organization's governance body for their actions and performance. The governance body should be responsible ultimately to all your stakeholders for the ethics, actions, and performance of your organization and its senior leaders.

Senior leaders should serve as role models through their ethical behavior and their personal involvement in planning, communicating, coaching the workforce, developing future leaders, reviewing organizational performance, and recognizing members of your workforce. As role models, they can reinforce ethics, values, and expectations while building leadership, commitment, and initiative throughout your organization.

2. Customer-Driven Excellence

Performance and quality were judged by an organization's customers. Thus, your organization must take into account all product features and characteristics and all modes of customer access and support that contribute value to your customers. Such behavior led to customer acquisition, satisfaction, preference, and loyalty; to

positive referrals; and, ultimately, to business sustainability. Customer-driven excellence had both current and future components: understanding today's customer desires and anticipating future customer desires and marketplace potential.

Value and satisfaction may be influenced by many factors throughout your customers' overall experience with your organization. These factors included your organization's customer relationships, which helped to build trust, confidence, and loyalty.

Customer-driven excellence meant much more than reducing defects and errors, merely meeting specifications, or reducing complaints. Nevertheless, these factors contributed to your customers' view of your organization and thus also were important parts of customer-driven excellence. In addition, your organization's success in recovering from defects, service errors, and mistakes was crucial for retaining customers and engaging customers for the long term.

A customer-driven organization addressed not only the product and service characteristics that met basic customer requirements but also those features and characteristics that differentiated the organization from its competitors. Such differentiation may be based on innovative offerings, combinations of product and service offerings, customization of offerings, multiple access mechanisms, rapid response, or special relationships.

Customer-driven excellence was thus a strategic concept. It was directed toward customer retention and loyalty, market share gain, and growth. It demanded constant sensitivity to changing and emerging customer and market requirements and to the factors that drove customer engagement. It demanded close attention to the voice of the customer. It demanded anticipating changes in the marketplace. Therefore, customer-driven excellence demanded a customer-focused culture and organizational agility.

3. Organizational and Personal Learning

Achieving the highest levels of organizational performance required a well-executed approach to organizational and personal learning that included sharing knowledge via systematic processes. Organizational learning included both continuous improvement of existing approaches and significant change or innovation, leading to new goals and approaches. Learning needed to be embedded in the way your organization operates. This meant that learning (1) was a regular part of daily work; (2)

was practiced at personal, work unit, and organizational levels; (3) resulted in solving problems at their source (“root cause”); (4) was focused on building and sharing knowledge throughout your organization; and (5) was driven by opportunities to effect significant, meaningful change and to innovate. Sources for learning include employees’ and volunteers’ ideas, research and development (R&D), customers’ input, best-practice sharing, and benchmarking.

Organizational learning can result in (1) enhancing value to customers through new and improved products and customer services; (2) developing new business opportunities; (3) developing new and improved processes or business models; (4) reducing errors, defects, waste, and related costs; (5) improving responsiveness and cycle time performance; (6) increasing productivity and effectiveness in the use of all your resources; and (7) enhancing your organization’s performance in fulfilling its societal responsibilities.

The success of members of your workforce depended increasingly on having opportunities for personal learning and for practicing new skills. Leaders’ success depended on access to these kinds of opportunities, as well. In organizations that relied on volunteers, the volunteers’ personal learning also was important, and their learning and skill development should be considered with employees’. Organizations invested in personal learning through education, training, and other opportunities for continuing growth and development. Such opportunities might include job rotation and increased pay for demonstrated knowledge and skills. On-the-job training offers a cost-effective way to cross-train and to better link training to your organizational needs and priorities. Education and training programs may have multiple modes, including computer- and Web-based learning and distance learning.

Personal learning can result in (1) a more engaged, satisfied, and versatile workforce that stays with your organization; (2) organizational cross-functional learning; (3) the building of your organization’s knowledge assets; and (4) an improved environment for innovation.

Thus, learning was directed not only toward better products but also toward being more responsive, adaptive, innovative, and efficient—giving your organization marketplace sustainability and performance advantages and engaging your workforce to increase satisfaction and the motivation to excel.

4. Valuing faculty, staff, and partners

An organization's success depended increasingly on an engaged workforce that benefited from meaningful work, clear organizational direction, and performance accountability and that had a safe, trusting, and cooperative environment. Additionally, the successful organization capitalized on the diverse backgrounds, knowledge, skills, creativity, and motivation of its workforce and partners.

Valuing the people in your workforce meant committing to their engagement, satisfaction, development, and well-being. Increasingly, this involved more flexible, high-performance work practices tailored to varying workplace and home life needs. Major challenges in the area of valuing members of your workforce included (1) demonstrating your leaders' commitment to their success, (2) providing recognition that goes beyond the regular compensation system, (3) offering development and progression within your organization, (4) sharing your organization's knowledge so your workforce can better serve your customers and contribute to achieving your strategic objectives, (5) creating an environment that encourages intelligent risk taking and innovation, and (6) creating a supportive environment for a diverse workforce.

Organizations needed to build internal and external partnerships to better accomplish overall goals. Internal partnerships might include labor-management cooperation. Partnerships with members of your workforce might entail developmental opportunities, cross-training, or work organizations such as high-performance work teams. Internal partnerships also might involve creating network relationships among your work units or between employees and volunteers to improve flexibility, responsiveness, and knowledge sharing.

External partnerships might be with customers, suppliers, and education or community organizations. Strategic partnerships or alliances were increasingly important kinds of external partnerships. Such partnerships might offer entry into new markets or a basis for new products or customer support services. Also, partnerships might permit the blending of your organization's core competencies or leadership capabilities with the complementary strengths and capabilities of partners to address common issues. Such partnerships might be a source of strategic advantage for your organization.

Successful internal and external partnerships developed longer-term

objectives, thereby creating a basis for mutual investments and respect. Partners should address the key requirements for success, means for regular communication, approaches to evaluating progress, and means for adapting to changing conditions. In some cases, joint education and training could offer a cost-effective method for workforce development.

5. Agility

Success in today's ever-changing, globally competitive environment demanded agility—a capacity for rapid change and flexibility. Organizations faced ever-shorter cycles for the introduction of new/improved products, and nonprofit and government organizations were increasingly being asked to respond rapidly to new or emerging social issues. Major improvements in response times often required new work systems, simplification of work units and processes, or the ability for rapid changeover from one process to another. A cross-trained and empowered workforce was a vital asset in such a demanding environment.

A major success factor in meeting competitive challenges was the design-to-introduction (product or service feature initiation) or innovation cycle time. To meet the demand of rapidly changing markets, organizations needed to carry out stage-to-stage integration (such as concurrent engineering) of activities from research or concept to commercialization or implementation. All aspects of time performance now were more critical, and cycle time had become a key process measure. Other important benefits can be derived from this focus on time; time improvements often drove simultaneous improvements in work systems, organization, quality, cost, supply-chain integration, productivity, and sustainability in a challenging economy

6. Focus on the Future

Ensuring an organization's sustainability required understanding the short- and longer-term factors that affected your organization and marketplace. The pursuit of sustained growth and performance leadership required a strong future orientation and a willingness to make long-term commitments to key stakeholders—your customers, workforce, suppliers, partners, and stockholders; the public; and your community.

Your organization's planning should anticipate many factors, such as

customers' expectations, new business and partnering opportunities, changing economic conditions, workforce development and hiring needs, the increasingly global marketplace, technological developments, changes in customer and market segments, new business models, evolving regulatory requirements, changes in community and societal expectations and needs, and strategic moves by competitors. Strategic objectives and resource allocations needed to accommodate these influences. A focus on the future included developing your leaders, workforce, and suppliers; accomplishing effective succession planning; creating opportunities for innovation; and anticipating societal responsibilities and concerns.

7. Managing for Innovation

Innovation meant making meaningful change to improve an organization's products, services, programs, processes, operations, and business model to create new value for the organization's stakeholders. Innovation should lead your organization to new dimensions of performance. Innovation may involve taking intelligent risks. Innovation was no longer strictly the purview of research and development departments; innovation was important for all aspects of your operations and all work systems and work processes. Organizations should be led and managed so that innovation becomes part of the learning culture. Innovation should be integrated into daily work and should be supported by your performance improvement system. Systematic processes for innovation should reach across your entire organization.

Innovation builds on the accumulated knowledge of your organization and its people. Therefore, the ability to rapidly disseminate and capitalize on this knowledge is critical to driving organizational innovation.

8. Management by Fact

Organizations depended on the measurement and analysis of performance. Such measurements should derive from business needs and strategy, and they should provide critical data and information about key processes, outputs, and results. Many types of data and information were needed for performance management. Performance measurement should include customer, product, and process performance; comparisons of operational, market, and competitive performance; supplier, workforce, partner, cost, and financial performance; and governance and compliance outcomes.

Data should be segmented by, for example, markets, product lines, and workforce groups to facilitate analysis.

Analysis referred to extracting larger meaning from data and information to support evaluation, decision making, improvement, and innovation. Analysis entailed using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supported a variety of purposes, such as planning, reviewing your overall performance, improving operations, accomplishing change management, and comparing your performance with competitors' or with "best-practices" benchmarks.

A major consideration in performance improvement and change management involved the selection and use of performance measures or indicators. The measures or indicators you select should best represent the factors that led to improved customer, operational, financial, and societal performance. A comprehensive set of measures or indicators tied to customer and organizational performance requirements provides a clear basis for aligning all processes with your organization's goals. Measures and indicators may need to support decision making in a rapidly changing environment. through the analysis of data from your tracking processes, your measures or indicators themselves may be evaluated and changed to better support your goals.

9. Social Responsibility

An organization's leaders should stress responsibilities to the public, ethical behavior, and the need to consider societal well-being and benefit. Leaders should be role models for your organization in focusing on ethics and the protection of public health, safety, and the environment. The protection of health, safety, and the environment included any impact of your organization's operations, as well as the life cycles of your products. Also, organizations should emphasize resource conservation and waste reduction at the source. Planning should anticipate adverse impacts from production, distribution, transportation, use, and disposal of your products. Effective planning should prevent problems, provide for a forthright response if problems occur, and make available the information and support needed to maintain public awareness, safety, and confidence.

Organizations should not only meet all local, state, and federal laws and

regulatory requirements, but they should treat these and related requirements as opportunities to excel “beyond mere compliance.” Organizations should stress ethical behavior in all stakeholder transactions and interactions. Highly ethical conduct should be a requirement of and should be monitored by the organization’s governance body.

10. Focus on Results and Creating Value

An organization’s performance measurements needed to focus on key results. Results should be used to create and balance value for your key stakeholders—your customers, workforce, stockholders, suppliers, and partners; the public; and the community. By creating value for your key stakeholders, your organization built loyalty, contributed to growing the economy, and contributed to society. To meet the sometimes conflicting and changing aimed that balancing value implied organizational strategy explicitly should include key stakeholder requirements. This would help ensure that plans and actions met differing stakeholder needs and avoided adverse impacts on any stakeholders. The use of a balanced composite of leading and lagging performance measures offered an effective means to communicate short- and longer-term priorities, monitored actual performance, and provided a clear basis for improving results.

11. System Perspective

The Baldrige Criteria provided a systems perspective for managing your organization and its key processes to achieve results and to strive for performance excellence. The seven Baldrige Criteria categories, the core values and concepts, and the scoring guidelines formed the building blocks and the integrating mechanism for the system. However, successful management of overall performance required organization-specific synthesis, alignment, and integration. Synthesis meant looking at your organization as a whole and built on key business attributes, including your core competencies, strategic objectives, action plans, and work systems. Alignment meant using the key linkages among requirements given in the Baldrige Criteria categories to ensure consistency of plans, processes, measures, and actions. Integration built on alignment, so that the individual components of your performance management system operated in a fully interconnected manner and deliver anticipated results.

These concepts were depicted in the Baldrige Criteria framework. A

systems perspective included your senior leaders' focus on strategic directions and on your customers. It meant that your senior leaders monitored, responded to, and managed performance based on your results. A systems perspective also included using your measures, indicators, core competencies, and organizational knowledge to build your key strategies. It meant linking these strategies with your work systems and key processes and aligning your resources to improve your overall performance and your focus on customers and stakeholders.

Thus, a systems perspective meant managing your whole organization, as well as its components, to achieve success.¹⁸

At present, Thailand had accepted the idea of quality management in the organizations by establishing the Thailand Quality Awards authorized by Thailand Productivity Institute.

As the researcher mentioned how important the organization worked out through the organization theory, the people in organization was another considerable factor. They were a part of success and failure of the organizations. Hence, the organization must treat them and enhance an opportunity to get promotion or success during their working in the organization. In addition, people could be divided into 2 main types: leader and subordinator. It was important that the organization should know how to treat them differently and successfully.

Leadership Theory

Leader was an important role in the organization. Even though an organization was performing well, if leaders were not good enough, it would result in the failure of that organization. Hence, leaders must have leadership, which is a process of someone influencing subordinators toward the organizational achievement. In the mean time, leaders had to know how the world changed for adapting their style and their organization.

There were various theories that were suiting well for future organization management even though some of the theories originated quite long time ago.

¹⁸ Baldrige National Quality Program, 2009-2010 Criteria for Performance Excellence [Online], accessed 17 Febraury 2011. Available from http://www.baldrige.nist.gov/PDF_files/2009_2010_Business_Nonprofit_Criteria.pdf.

The concept of transformational leadership was not out of date and was initially introduced by leadership expert, James MacGregor Burns. According to Burns, transformational leadership can be seen when “leaders and followers made each other to advance to a higher level of moral and motivation.”¹⁹ Through the strength of their vision and personality, transformational leaders were able to inspire followers to change expectations, perceptions and motivations to work towards common goals.

Later, Bass expanded upon Burns original ideas to develop what was today referred to as Bass’ Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it had on followers. Transformational leaders, Bass suggested, garner trust, respect and admiration from their followers. Bass also suggested that there were four different components of transformational leadership.

1. Intellectual Stimulation – Transformational leaders not only challenged the status quo; they also encouraged creativity among followers. The leader encouraged followers to explore new ways of doing things and new opportunities to learn.

2. Individualized Consideration – Transformational leadership also involved offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders kept lines of communication open so that followers felt free to share ideas and so that leaders could offer direct recognition of each follower’s unique contributions.

3. Inspirational Motivation – Transformational leaders had a clear vision that they were able to articulate to followers. These leaders were also able to help followers experience the same passion and motivation to fulfill these goals.

4. Idealized Influence – The transformational leaders served as a role model for followers. Because followers trusted and respected the leader, they emulated the leader and internalized his or her ideals.²⁰

In addition, the situational leadership theory had still been useful for the organization. This theory initiated by Hersey and Blanchard suggested that successful

¹⁹James Macgregor Burns, Leadership (New York: Harper and Raw,1978), 18.

²⁰ Bernard M. Bass, Leadership and Performance beyond Expectations (New York: Free Press,1985), 15 – 27.

leaders did adjust their styles. The key issue in making these adjustments was follower maturity, as indicated by their readiness to perform in a given situation. “Readiness,” in this sense, was largely based on two major factors – follower ability and follower confidence. There were four leadership styles in the Hersey-Blanchard Model

Delegating Style—allowing the group to take responsibility for task decisions; this is a low-task, low-relationship style.

Participating Style—emphasizing shared ideas and participative decisions on task directions; this is a low-task, high-relationship style.

Selling Style—explaining task directions in a supportive and persuasive way; this is a high-task, high-relationship style.

Telling Style—giving specific task directions and closely supervising work; this is a high-task, low-relationship style.

Managers using the situational leadership model must be able to implement alternative leadership styles as needed. To do this, they had to understand the maturity of followers in terms of readiness for task performance and then use the style that best fits. In terms of the appropriate style-situation match ups, the situational leadership model suggested the following:-

When follower maturity was high, the situational leadership model called for a delegating style which might be described as offering minimal leadership intervention. The style was one of turning over decisions to followers who had high task readiness based on abilities, willingness and confidence about task accomplishment. When follower maturity was low, by contrast, the model called for the telling style with its emphasis on task directed behaviors. The telling style worked best in this situation of low readiness, by giving instructions and bringing structure to a situation where followers lacked capability and were unwilling or insecure about their tasks.

The participating style was recommended for low-to-moderate readiness situations. Here, followers were capable but also unwilling or insecure about the tasks. As you might expect, this participation style with its emphasis on relationships was supposed to help followers share ideas and thus draw forth understanding and task confidence. The selling style was recommended for moderate to high-readiness situations. Here, followers lacked capability but were willing or confident about the task.

In this case, the selling style and its emphasis on task guidance was designed to facilitate performance through persuasive explanation.²¹

Moreover, Collins (2001) identified that the school directors must professionally develop themselves in term of administration. He proposed the level 5 leaders: highly capable Individual, contributing team member, competent manager, effective leader and executive.²²

In contrast, Greenleaf (2003) said that the leader should have characteristics as a servant, so he extracted the characteristics as follows

Listening: Traditionally, managers should have communication skills as well as the competence to make decisions. A servant leader had the motivation to listen actively to subordinates and support them in decision identification. The servant leader particularly needed to pay attention to what remains unspoken in the management setting.

Empathy: A servant leader attempted to understand and empathized with others. Workers may be not only as employees, but also as people who need respect and appreciation for their personal development. As a result, leadership was seen as a special type of human work, which ultimately generated a competitive advantage.

Healing: A great strength of a Servant Leader was the ability for healing one's self and others. A servant leader tried to help people solve their problems and conflicts in relationships.

Awareness: A servant leader needed to gain general awareness and especially self-awareness. As a result, he got a better understanding about ethics and values.

Persuasion: A Servant Leader did not take advantage of their power by coercing compliance; they rather tried to convince those they manage.

Conceptualization: A servant leader had the ability to see beyond the limits of the operating business and also focused on long term operating goals.

²¹ Paul Hersey and Kenneth H. Blanchard, Management and Organizational Behavior, 8th ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 2000), 171-180.

²² Jim Collins, Good to Great (New York: Harper Collins Publishers Inc, 2001), 17 – 25.

Foresight: Foresight was the ability to foresee the likely outcome of a situation. It enabled the servant leader to learn about the past and to achieve a better understanding about the current reality. It also enabled the servant leader to identify consequences about the future. This characteristic was closely related to conceptualization.

Stewardship: A servant leadership was seen as an obligation to help and serve others.

Commitment to the growth of people: A servant leader was convinced that people had an inborn value beyond their contributions as workers. Therefore, she should nurture the personal, professional and spiritual growth of employees.

Building community: A servant leader identified means to build a strong community within his organization and wanted to develop a true community among businesses and institutions.²³

Learning Theory

Learning theory was a significant way to support the organization through the people in the organization. Both of leader and subordinates must learn new skills or knowledge in order to adjust themselves for the rapid changing world.

How people in the organization learn was a challenge because each person differently learnt depending on its personal life, background, history and experiences. Knowles had noted that the way to teach adult would use different techniques from children, so he proposed an adult-oriented approach to learning, entitled “Andragogy”. This approach is based on four assumptions as follows

Learner self –concept: adults needed to be responsible for their own decision and to be treated as capable of self –direction

Role of learner’s experience: adult learner had a variety of experience of life which represents the richest resources for learning. These experiences were however, imbued with bias and presupposition

Readiness to learn: adults were ready to learn those things they needed to know in order to cope effectively with life situations

²³ Robert K. Greenleaf, The Servant-leader within : A transformative path (New York: Paulist Press, 2003), 16 – 20.

Orientation to learning: adults were motivated to learn to the extent that they perceived that it would help them perform tasks they confront in their life situations²⁴

In addition, Kolb looked the differentiation in each person. He informed the learning process was not the same for all people depending on experiences and decision making in the learning process. He proposed the Learning Styles. The learning styles was based on 4 modes of learning as below

Concrete experience (feeling): Learning from specific experiences and relating to people. Sensitive to other's feelings.

Reflective observation (watching): Observing before making a judgment by viewing the environment from different perspectives. Looks for the meaning of things.

Abstract conceptualization (thinking): Logical analysis of ideas and acting on intellectual understanding of a situation.

Active experimentation (doing): Ability to get things done by influencing people and events through action. Includes risk-taking.

Kolb viewed the learning process as a context of people moving between the modes of concrete experience (CE) and abstract conceptualization (AC), and reflective observation (RO) and active experimentation (AE). Thus, the effectiveness of learning relied on the ability to balance these modes, which Kolb saw as opposite activities that best promote learning.²⁵

Kolb theorized that the four combinations of perceiving and processing determined one of four learning styles of how people prefer to learn. Kolb believed that learning styles were not fixed personality traits, but relatively stable patterns of behavior that was based on their background and experiences. Thus, they could be thought of more as learning preferences, rather than styles.

Diverging (concrete, reflective) - Emphasized the innovative and imaginative approach to doing things. Viewed concrete situations from many perspectives and adapts by observation rather than by action. Interested in people and

²⁴ Malcolm Knowles, The Adult Learner: A Neglected Species, 4th ed. (Houston: Gulf Publishing, April 1990), 46-62.

²⁵ David Kolb, Experiential learning: experience as the source of learning and development (New Jersey: Prentice Hall, 1984), 20 -55.

tends to be feeling-oriented likes such activities as cooperative groups and brainstorming.

Assimilating (abstract, reflective) - Pulled a number of different observations and thoughts into an integrated whole. Liked to reason inductively and create models and theories. Liked to design projects and experiments.

Converging (abstract, active)- Emphasized the practical application of ideas and solving problems. Liked decision-making, problem-solving, and the practical application of ideas. Preferred technical problems over interpersonal issues.

Accommodating (concrete, active) - Used trial and error rather than thought and reflection. Good at adapting to changing circumstances; solves problems in an intuitive, trial-and-error manner, such as discovery learning. Also tended to be at ease with people.²⁶

Concept of Knowledge Management

Knowledge Management (KM) had emerged over the last decades as a result of many intellectual, societal, and business forces. Globalization played an important role in the organization. Whereas KM had become a valuable management tool, its complexity was often vexing, and as a field, would still be under development for a long time. Significant changes in the workplace had already taken place, but changes to come are expected to be greater. As for other management directions, it was expected that KM would be integrated into the basket of effective management tools, and hence disappear as a separate effort. In addition, KM was the mean leading to the learning organization and encourage people in the organization become the lifelong learning people. Marquardt called his model the 'systems learning organization' model. The five subsystems were composed of the following (1) learning, (2) organization, (3) people, (4) knowledge and (5) technology. He insisted that the five subsystems should support, strengthen, and rejuvenate one another for power to thrive within the system.²⁷

²⁶ David Kolb, The Kolb Learning Style Inventory, 3rd. (Boston: Hay Group, 1999), 30-35.

²⁷ Michael J. Marquardt and Tina Sung, Building the Learning Organization: Mastering the 5 Elements for Corporate Learning, 2nd ed. (New York: Davies-Black Publishin, 2002), 18 – 22.

Types of Knowledge

The vast majority of the KM literature accepts that there were two main types of knowledge: tacit and explicit. Defining these terms, though, had not always been easy. While some literature kept the definitions extremely simple, others offer various levels of complexity.

Serban and Luan explicit information was easily coded, stored, transferred, and expressed or shared.²⁸ Explicit information can be found in policy and procedures, process manuals, documents, databases and reports.²⁹ In addition, the organization's explicit knowledge had its infrastructure within organizational processes, which, when effectively and efficiently organized and utilized, could create social capital within the organizational culture. Oakes and Rengarajan offered a 5-step framework for the management of explicit knowledge: (a) organization (people must easily know where to go to find the knowledge they need), (b) effective searching ability, (c) content repository (must be able to organize and hold all necessary information), (d) publishing (being able to easily get knowledge into the system, and (e) personalization (in order to increase relevance and effectiveness.³⁰ In the mean time, it was with tacit knowledge that definitions and processes for handling knowledge become more complex. According to Coakes' KM, tacit knowledge was the knowledge that exists in the heads of the individuals within an organization. The sharing of tacit knowledge was at the core of the purpose of KM. KM processes allow those who had this internal "corporate" knowledge to be able to easily share with others.

Concept, principles, policy and regulations and theories of Partnership

Partnership had become an important issue that plays more roles in every part of each country around the world. Also, it was the fourth way which represents inspiration and innovation as well as responsibility and sustainability focusing on the partnership concept. There were six pillars of purpose and partnership:

²⁸ Andreea M. Serban and Jing Luan, "Overview of knowledge management", New Directions for Institutional Research 113, (2002) : 5-9.

²⁹ Elayne Coakes, "Knowledge management: A primer", Communications of the Association for Information Systems 14, (2004) : 406-489.

³⁰ Kevin Oakes, and Raghavan Rengarajam, "The hitchhiker's guide to knowledge management", Technology and Development 56, (2002) : 75-78.

An inspiring and inclusive vision : The vision would relate to your dream, not your position or your number of what you want to be.

Public engagement: Building trust between the schools and communities and engaging the public of what you were doing are important factor.

Achievement with investment : The investment in education can brought the achievement in education, rather than cutting back government expenditure and seeing it as a drain.

Corporate educational responsibility: It related to cooperate involvement and a community responsibility.

Students as partners in change: Students played roles as partners in change and partners in leadership.

Mindful learning and teaching: Teaching approach was not just the implementation of a script, or a quick response to an external demand, but it was more about mindful, deeply engaged, critical, and challenging teaching and learning.³¹

The researcher gathered the concepts, principles, policies and regulations concerned, including the process of implementation efficiently and successfully as follow

Broaden Definition

As the mentioned definition in Chapter 1, partnership was an activity or system combining the cooperation between two or more organizations in order to handle a project. Partnership was not a soft option but hard work, and if successful, the achievement would happen in more than individual parties. In addition, some commentators agreed that there was no universally accepted definition of partnership or that is rare to find one.³²

Partnership was people and organizations from a combination of public, business and civil constituencies who engaged in voluntary, mutually beneficial and

³¹ Andy Hargreaves and Dennis Shirley, the Fourth Way (California: Corwin, 2009), 71 – 75.

³²Caroline Glendinning, “Partnerships between health and social service: developing a framework for evaluation,” Policy Press 30 (January 2002) : 115-127.

innovative relationships to address common societal aims through combining of their resources and competencies³³

Partnership was voluntary collaborative efforts of actors from organizations in two or more economic sectors in a forum in which they cooperatively attempted to solve a problem or issue of mutual concern that was in some way identified with a public policy agenda item³⁴

Types of partnership

Partnership had been categorized in several kinds because it depended on specific purposes.

Glendinning reviewed and horizontally divided partnership into three levels of: macro level, meso level and individual service or users' level. The macro level was defined within a national or state ministry or on a country level. The meso level was represented in the local service level.³⁵ In the mean time, looser definitions of the types of partnership can be found with levels referred to as loose networks, liaison and alliance structures and federative systems.³⁶

In another hand, Pratt, Gordon and Plamping divided partnership into four types of behavior: competition, co-operation, co-ordination and co-evolution, with true partnerships including parts from each and movement between them.³⁷ Gray distinguished between collaboration ('a temporary and evolving forum for addressing a problem'), co-operation (informal arrangements to achieve reciprocity) and co-

³³ Terri Seddon, Stephen Billett and Allie Clemans, "A Navigating Social Partnerships: Central Agencies-Local Networks," British Journal of Sociology of Education 26 (2005): 567.

³⁴ John W. Selsky, and Barbara Parker, "Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice," Journal of Management 31, 6 (2005): 849.

³⁵ Caroline Gledinning, "Breaking down barriers: integrating health and care services for older people in England," Health Policy 65 (August 2003): 139-151.

³⁶ Andrew Wilson and Kate Charlton, Making Partnerships Work: a Practical Guide for the Public, Private, Voluntary and Community Service (York: York Publishing Service, 1997), 2 – 10.

³⁷ Julian Pratt, Pat Gordon and Diane Plamping, Working Whole Systems: Putting Theory and Practice in Organizations (London: Radcliffe Publishing Ltd, 2005), 5 – 14.

ordination ('formal institutionalized relationships'). The process of collaboration can entail co-operation and co-ordination. Gray presented a framework of collaborative designs, comprising appreciative planning, collective strategies, dialogues and negotiated settlements. Other frameworks showed levels of partnerships from networking through to collaboration, with increasing formal structures and committed resources.³⁸

However, there had been numerous attempts by researchers to describe specific types of partnerships because of the extreme variety of forms and shapes that these partnerships take.

Geddes distinguished between voluntary partnerships and statutory partnerships. Statutory partnerships were typically mandated by legislation for specific purpose in contrast to voluntary partnerships that were convened by organizations for their common strategic purpose.³⁹

Selsky and Parker further distinguished voluntary partnerships between 'transactional' –short-term, constrained, and largely self-interested orientation – or 'integrative' and 'developmental' – longer term, open-ended and largely common interest motivation.⁴⁰

Seddon et al divided partnerships into 3 forms:

Enacted Partnerships: initiated by central agencies but have goals shared by the community.

Community Partnerships: originate in the community to address local concerns but reach out to an external agency.

³⁸ Barbara Gray, Collaborating :Finding Commom Ground for Multiparty Problems (San Francisco:Josey Bass, 1989), 55 – 65.

³⁹ Michael Geddes, Making Public Private Partnerships Work: Building Relationships and Understanding Cultures (Burlington: Gower, 2005), 17 -20.

⁴⁰ John W. Selsky, and Barbara Parker, "Cross-Sector Partnerships to Address Social Issues: Challenges to Theory and Practice," Journal of Management 31, 6 (2005): 849-873.

Negotiated Partnerships: formed between partners with reciprocal goals to secure service or support and require effective negotiation of interests and agendas.⁴¹

Process of Partnership

A number of studies had proposed models to capture the stages of partnership development. These models outlined the 'life cycles' of the partnership from formation, consolidation and dissolution. There was significant range of material including assessment tools, workbooks, manuals and toolkits mapping the developmental stages of the partnership. A survey of this material revealed that partnerships undergo distinct stages.

Developing a toolkit for assessment of partnerships, the Nuffield Institute for Health (2003) summarized the key stages of a partnership's development as:

Principle 1 – Recognize and accept the need for partnership.

Principle 2 – Develop clarity and realism of purpose.

Principle 3 – Ensure commitment and ownership.

Principle 4 – Develop and maintain trust.

Principle 5 – Create robust and clear partnership working arrangements.

Principle 6 – Monitor measure and learn.⁴²

From his study on statutory partnerships, Geddes (2005) proposed an alternative model. The developmental stages included the:

Initial concept.

Initial refinement process.

Identification of partnership champions and interim structure.

Development of a partnership strategy and formalization.

Implementation of partnerships.

Delivery.

Consequential action.⁴³

⁴¹ Terri Seddon, Stephen Billett and Allie Clemans, "A Navigating Social Partnerships: Central Agencies-Local Networks", British Journal of Sociology of Education 26 (2005): 567-584.

⁴² Nuffield Institute for Health, Assessing Strategic Partnership: The Partnerships Assessment Tool (UK : Office of Deputy Prime Minister, 2003), 15 – 35.

Effective Partnership

A number of studies had attempted to identify what makes partnerships successful.

Wildridge et al had analyzed the research on partnerships and identified 20 critical success factors and grouped them into six categories.

Environment

History of collaboration or co-operation.

Collaborative group seen as a legitimate leader.

Favorable political and social climate.

Membership

Mutual respect, understanding and trust.

Appropriate cross section of members.

Members see collaboration in their self interest.

Ability to compromise.

Process and Structure

Members share a stake.

Multiple layers of participation.

Flexibility.

Clear roles and policy guidelines.

Adaptability.

Appropriate pace of development.

Communication

Open and frequent.

Information relationships and communication links.

Purpose

Concrete, attainable goals and objectives.

Shared vision.

Unique purpose.

Resources

⁴³ Michael Geddes, Making Public Private Partnerships Work: Building Relationships and Understanding Cultures (Burlington: Gower, 2005), 25 – 30.

Sufficient funds, staff, materials and time.

Skilled leadership.⁴⁴

Williamson suggested a number of key features were the prerequisites for partnership to work. These features included:

Secure political legitimacy.

Clarifying purpose: clear objectives and coherence.

Identifying advantages and threats: financial, service-related and professional development.

Ensuring equivalency: reciprocal contribution of money and resources.

Establishing appropriate administrative structures: clarification of roles and responsibilities.

Establishing appropriate procedures: lines of management accountability, systems for supervision, monitoring and evaluation.

Ensuring communication and support: role of 'boundary spanners', stable management, communication systems.⁴⁵

Lyn identified the key success factors for working in partnership as:

Being clear about the purpose of the joint project and then having sufficient time to enable organizations to work together and develop common goals that they are committed to implement.

Developing and sustaining shares ownership by frontline staff (paid or voluntary) but this needs to be coupled with robust and coherent financial and management arrangements that all partners understand

Recognizing and nurturing individuals who are skilled at identifying and developing useful networks, and have good social and interpersonal skills, and finding committed individuals who are seen by others as having sufficient legitimacy to assume leadership role.

Organizational commitment to learning from all partners.⁴⁶

⁴⁴ Valerie Wildridge and others, "How to Create Successful Partnerships – a Review of the Literature," *Health Information and Libraries Journal* 21 (2004) :3-19.

⁴⁵ Victor Williamson, The Potential of Project Status to Support Partnerships in Susan Balloch and Marilyn Taylor, *Partnership Working: Policy and Practice* (Bristol: Policy Press, 2001), 122 – 123.

In addition, AIC can support run the partnership program efficiently. AIC was a participation process that gives opportunity to person and representatives of various groups within the local community to participate and be responsible for directing the development and the future of the agency's activities including the development and sharing of benefits resulting from the success. This would allow all sectors to be involved. AIC - Appreciation, Influence and Control - was a self-organizing process and an approach to do collective planning and action that recognized the complexity of communities and importance of power relationships. The components of AIC were

Appreciation

The function of appreciation was to connect us to that part of the whole power field that was outside our area of control or influence. We achieved this appreciation by opening our minds, by letting go of our attempts to influence and control. When we did we can fully utilize our intuitive and sensing capacities to perceive the full depth of realities and the full scope of possibilities that were latent in the power field created by our purpose. Successful appreciation helped us identify our ideal purposes, it gave ultimate meaning to our activities, and it provided the outer parameters or boundaries of trust and dissolved many issues of influence and control before they can even arise. Successful appreciation was assessed by such criterion as the legitimacy of the purposes being served. Were the legitimate purposes of the self, the others and the whole being met?

Influence

The function of influence was to put all the parts of the whole in relationship to each other to build the best model of the past, present and future of the situation and the best strategies for achieving the purpose. Influence transformed the output of appreciation into relationship of value to each of the parts of the whole (stakeholders). Influence operated through a dynamic process of interchange that made the best and worst possible outcomes evident to each part. Whereas appreciation stayed open to all possibilities, influence was concerned with identifying the few variables, the few strategies that had the highest probability of achieving the purpose. Successful influence still remained open to new appreciations but produced a satisfactory resolution of all the

⁴⁶ Tett Lyn, "Partnerships, Community Groups and Social Inclusion", Studies in Continuing Education 27, 1 (2005): 1-15.

conflicting interests of the stakeholders. The ultimate criterion of successful influence was the effectiveness of the judgments made about the role and relationships between the stakeholders and the elements of the strategy or model of the whole employed.

Control

The function of control was to determine the form in which the purpose would be made manifest in the world. Whereas appreciation provided IN-formation, influence provided TRANS-formation and control provided FORM-ation. While appreciation was open to all possibilities and influence sought the best probabilities, control must close options down to the one actuality that would be realized in a specific timeframe, with specific production parameters. Control took the infinite subjective possibilities of appreciation and reduced them to the single objective, produced reality. Control provided the actual form of a solution. Whereas the role of the appreciative field was to create conditions that avoided or dissolved problems of influence and control, and the influence field reached a satisfactory resolution between mutually incompatible interests, control was the only level that solves problems. We can only solve a problem when we had control of all the variables affecting its solution. The solution changed reality forever and created the need for a re-appreciation of current realities. So the process began again.

AIC was an organizing process which consists of:

1. Identifying the purpose to be served;
2. Framing the power-field around that purpose—those who have control, influence and appreciation relative to the purpose;
3. Selecting those with the most influence relative to the purpose (stakeholders) from the three circles and designing a process of interaction between them; and
4. Facilitating a self-organizing process which ensured that the stakeholders:
 - 4.1 Step back from the current problems to fully appreciate the realities and possibilities inherent in the whole situation;
 - 4.2 Examine the logical and strategic options as well as the subjective feelings and values involved in selecting strategies; and

4.3 Allow for free and informed choice of action by those responsible for implementing decisions^{47,48}

Policies and regulations concerned

Each country had formulated the supporting policies in term of Partnership Programs or activities. Mostly partnership policies the research reviewed were the Public Private Partnership (PPP) in order to initiate the cooperation between the public sectors and private sectors in term of the specific purpose of each country. Some examples of policies were as follows.

In Australia, the Australian, State and Territory Governments were committed to considering infrastructure delivery options that made the best use of the resources of both in the public and private sectors. A Public Private Partnership (PPP) was a proven infrastructure procurement method that was increasingly being used by governments across Australia alongside more traditional methods to deliver infrastructure to the community. The aim of a PPP was to deliver improved services and better value for money primarily through appropriate risk transfer, encouraging innovation, greater asset utilization and an integrated whole-of-life management, underpinned by private financing. This National PPP Policy provided a consistent framework that enabled public and private sectors to work together to improve public service delivery through private sector provision of public infrastructure and related services.

The objectives of the National PPP Policy Framework were to:

encourage private sector investment in public infrastructure and related services where value for money for government could be clearly demonstrated;

encourage innovation in the provision of infrastructure and related service delivery;

ensure rigorous governance over the selection of projects for PPPs and the competition for and awarding of contracts;

⁴⁷ William E. Smith. The Creative Power: Transforming Ourselves, Our Organizations, and Our World (New York : Routledge, 2009), 156-165.

⁴⁸ Francis Lethem, Ben Thoolen and William E Smith, The Design of Organizations for Rural Development (World Bank: Staff Working Paper, 1980), 20-24.

provide a framework and streamlined procedures for applying PPPs across Australia; and

clearly articulate accountability for outcomes.⁴⁹

In Pakistan, the Public Private Partnership program (PPP) was applied into the government policy in order to ensure the access to education for students, in particularly those living in poor and remote area, to provide quality education for those students and to reach the target of the Millennium Development Goals (MDGs). From the lessons learned of the Punjab province, the government established the Punjab Education Foundation (PEF) to sponsor the PPPs in Education. In addition, the PPP was an extremely successful combination between the private sector efficiency and the public sector funding toward the better learning outcomes, fewer dropouts, less teacher shortage and less truancy among students. The PEF operated all programs through PPP, such as the Foundation-Assisted Schools (FAS) program, Continuous Professional Development Program (CPDP), Teaching in Clusters by Subjects Specialists (TICSS) program and the Education Voucher Scheme (EVS). From the mentioned programs, the great reinforcement was pushed to all partner schools and their staffs, the PEF staffs and parents. For example, the budget was directly and transparently allocated to the partner schools so as to work out the PEF program in schools and develop teachers and principals in the specific purposes; the PEF staff had opportunities to participate in the continuous capacity building and the secondments to the national and international organizations and the parent had right to pick their children's schools, to move their children to other partner schools if they were not satisfied and to bargain with school principals. When the Punjab province launched this act, it generated a quality and equity education among the underprivileged sections of society.⁵⁰

In the United Kingdom, the Partnership UK (PUK) was established by HM Treasury in 2000. It was a center of excellence and a way of working. It was also arrangements typified by joint working between the public and private sector. In the

⁴⁹ Australian Government, National Public Private Partnership Policy Framework (Commonwealth of Australia: Infrastructure Australia, 2008), 1-12.

⁵⁰ Allah Bakhsh Malik, Public-Private Partnerships in Education: Lessons Learned from the Punjab Education Foundation (Mandaluyong City, Philippines: Asian Development Bank, 2010), 2 – 12.

broadest sense, PPPs can cover all types of collaboration across the interface between the public and private sectors to deliver policies, services and infrastructure. Where delivery of public services involved private sector investment in infrastructure, the most common form of PPP was the Private Finance Initiative (PFI). In the education area, PUK had been the leader of education PFI and PPPs projects. It mostly involved all education projects such as the Building Schools for the Future Program (BSF), Partnership for Schools (PFS) and Building Schools for the Future invests in the Local Education Partnerships (LEPS). BSF was the Government's program to rebuild and renew every secondary school in England so that all schools tolerated transformational change making them proper for the 21st century. This program also delivered the Academies building program jointly with Partnerships for Schools. In addition, Building Schools for the Future invested in the Local Education Partnerships (LEPS) which were set up to deliver new and upgraded schools in the Building Schools for the Future program alongside the Local Authority.⁵¹

In Canada, the Public Private Partnership program (P3) run by PPP Canada had been applied as a method for government to meet the public's infrastructure needs since 2009. It was a great opportunity to access to the private sector expertise, technology and capital. In addition, it provided funds to support P3 infrastructure projects, developed the Canadian P3 market and made significant public benefits.⁵²

In Thailand, the government had realized that the partnership was very important, so policies and the National Act were formulated as follows:

The Tenth National Economic and Social Development Plan (2007-2011) emphasized on both people and systems that must be fully prepared to adapt to future changes and reach benefit by keeping up with globalization and building resilience in all sectors, in accordance with the Sufficiency Economy philosophy. In addition, it was given to improve efficiency and cost effectiveness by reforming the roles, structures, and mechanisms of government administration and state enterprises to become more modern,

⁵¹ Partnership UK, Education [Online], accessed 3 February 2011. Available from <http://www.partnershipsuk.org.uk/PUK-Education.aspx>.

⁵² PPP Canada. Annual Report 2010-2011[Online], accessed 3 December 2011. Available from http://www.p3canada.ca/_files/PPP%20Canada%20Annual%20Report%202010_11_EN.pdf.

less top-down, attentive to people's needs, and cooperative with development partners. It also had an evaluation process to ensure development partners participate at various levels in compiling operational plans which integrate the strategies of the Tenth Plan under the principles of the Sufficiency Economy philosophy.⁵³

In addition, the current government had proclaimed policies relating to the partnership in various factors as follows:

in the public health, the policy forged partnerships with all relevant sectors, including the private sector, local administrative organizations, local communities and public health volunteers, to jointly foster knowledge and understanding and create incentives to stimulate development and healthy behaviors; and encourage the participation of local administrative organizations in the development of medical and public health personnel by granting funds for them to return to work locally.

in the education field, the government encourages the private sector to participate in the development of the educational system as a whole, with emphasis on the vocational and tertiary education levels, so as to be able to meet the human resource needs of the economic sector. The government also accelerates investment in education and integrates learning at all levels and in each community. In addition, the government strengthens cooperation and strategic partnership with countries that play important roles in global affairs.⁵⁴

From the mentioned policies, the PPP was applied to develop all areas in the community depending on the specific urgent purposes of each country. Some countries asked for skills and experts from the private sectors; in the mean time, the public sectors supported all budget.

Researches, books and documentary Concerned

As the foresaid policy of every country, there were documents and researches relating to the Partnership Program in various levels and in many purposes and regions around the world, i.e. between the public and the private sectors and between schools and local communities.

⁵³Office of the National Economic and Social Development, The Tenth National Economic and Social Development Plan (2007 – 2011) (Bangkok: Sutrapaisarn, 2007), 1-20.

⁵⁴Thai government house, The Policy Statement of the Council of Ministers (BKK : Cabinet and Royal Gazette Publishing Office, 2008), 20.

Partnership between educational public sectors and educational public or private sectors

Dickie had conducted this article because demands by internal and external accreditation groups, whether governmental or professional, had resulted in education providers being more aware of partnership paradigms that developed institutional quality for mutual benefit. The focus of this article was to examine current research on educational partnerships in South-East Asia, to identify purposes of academic alliances and to report on collective goals, expectations and principles that academics had in relation to cross-institutional relationships. A three-round Delphi technique was used to examine the pros and cons of partnerships, how partnerships could be made more successful and to identify specific actions that individual academics could undertake to develop smarter partnerships. A conceptual framework of alliance performance was suggested and the management of a partnership was addressed in relation to shared values, capacity building and the role of an alliance manager.⁵⁵

Anderson, Houser and Howland had conducted the research for increasing the understanding the model called the Full Purpose Partnership (FPP). This model, which occurred in 2003, was a partnership between a local system of care, called “Dawn Project” and a large urban school district led to the creation of a school wide educational This model was implemented in several elementary schools in Indianapolis, Indiana to integrate the principles of systems of care and wraparound with the techniques of positive behavioral interventions and supports. The goal of the model was to build school capacity for simultaneously addressing students’ educational, health (including mental health), social, and psychological needs. The overall objective was to positively impact school functioning for all students. The application of systems of care to schools and their integration with positive behavioral interventions and supports was relatively new. Data were collected through interviews and focus groups with members of the various stakeholder groups involved with the FPP. In addition, one member of the evaluation team acted as a participant observer in the FPP schools. Using an emergent case study design, this study focused primarily on the operation of the FPP model vis-à-

⁵⁵ Carolyn and Laurie Dickie, “Alliance performance to integrate higher education: Smarter partners with shared values and capacity building”, US-China Education Review 6 (2009): 18-28.

vis stakeholder perceptions regarding model implementation. Emerging themes included: (1) the role of Care Coordinators in FPP schools; (2) adult “buy-in” and other factors impacting FPP implementation; (3) school climate; and (4) mental health and behavioral impact. Results suggest that the FPP model was positively influencing not only participating schools but the entire school district.⁵⁶

The Office of the Basic Education Commission (OBEC) had made report of the Partnership Program between prestigious schools and their partner schools started in 2008. The objective of this program was to develop the academic works, the learner development activities, the teacher development and learning resource into the partner schools for upgrading the quality of the partner schools as same as the prestigious one. The purposes also related to decrease the number of students who applied in prestigious schools and to increase the number of applicant into the other ones. There were 27 pairs in 55 schools around Thailand participating in this program. After this program was implemented, the report concluded that most of partner schools collaborated with the prestigious one in particular in the teacher development and the landscape affairs. It made the number of applicants increase in the partner schools. The recommendation of this report proposed that this program must also include the learner development.⁵⁷

School reform was an often heard term within the Bush administration. Since the signing of his No Child Left Behind Act of 2001 (NCLB), President George W. Bush set out to make certain teachers was highly qualified and that our children perform better in school. From the Holmes Group (1986) to present-day mandates from The National Council for Accreditation of Teacher Education (NCATE), university-school partnerships were becoming part of pre-service teacher education as well as school reform. This study described a pilot university-school partnership, focusing on teacher candidates, in-service teachers, and P-5 students. Employing qualitative and quantitative analysis and case-study research, this work studied a first-time, three-year pilot effort toward the formation of a university-wide-elementary school Partnership Program. This

⁵⁶ Jeffrey A. Anderson, John H. W. Houser and Allison, “The Full Purpose Partnership Model for Promoting Academic and Socio-Emotional Success in Schools”, The School Community Journal 20 (2010): 31-54.

⁵⁷ Office of the Basic Education Commission, The Report on the Quality Development of the Partner Schools (Bangkok: n. p. , 2009), 50-65.

study examined the impact the partnership had on P-5 student achievement, the education of teacher candidates, and on current teacher professional development. The three tiers of this study were reported in an effort to support existing research on professional development school partnerships while adding to a growing area of research on school reform. The case study was carried out to provide the College of Education with data on its first university-school partnership. Furthermore, the researcher hoped these findings will provide insight and encouragement for others as they created their own university-school partnerships.⁵⁸

Partnership between educational public or private sectors and local administration area or community

Department of Education, Employment and Workplace Relation proposed Family - School partnerships framework because Family-school partnerships were collaborative relationships and activities involving school staff, parents and other family members of students at a school. Effective partnerships were based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school.

Research demonstrated that effective schools have high levels of parental and community involvement. This involvement was strongly oriented to improve student learning, attendance and behavior. Family involvement could have a major impact on student learning; regardless of the social or cultural background of the family. Family involvement in schools was therefore central to high quality education and was part of the core business of schools.

The aim of the Family-School Partnerships Framework was to encourage sustainable and effective partnerships between all members of the school community, including teachers, families, and students. These partnerships should:

- view each partner as making equally valuable contributions, while respecting different contributions;
- respect student needs and preferences;

⁵⁸ Paula Summers Calderon, "A Case Study of a University-School Partnership : Impacting the Success of Children, Teachers Candidates and In-service Teachers" (A Dissertation for the degree of Doctor of Philosophy, Agricultural and Mechanical College, the Graduate Faculty of Louisiana State University, 2004), 143-161.

address barriers to involvement in schools by families, in particular Indigenous families, and actively help previously uninvolved families to become involved;

create better programs, opportunities and learning for students;

give families appropriate opportunities to contribute to school decision-making and governance; and

contribute to professional satisfaction for principals and teachers.

The Family-School Partnerships Framework identified seven dimensions as guidelines for planning partnership activities. These seven dimensions are:

Communicating

Family-school communication needed to be taken seriously and must be valued, recognized, and rewarded by schools and education systems. It was essential to provide teachers and school leaders with education and training programs to prepare them to communicate effectively with families in an approachable manner. It was equally important to empower and encourage families to communicate effectively with schools.

Connecting learning at home and at school

This key dimension emphasized understanding by families and schools of the overlap between the home and school environments; the connection between successful partnerships and the child's learning, including the importance of high expectations from both teachers and parents to the child's success at school; families and schools working together to create positive attitudes to learning in each child; ensuring families were informed about and understand their child's progress; families and schools valuing and using the skills and knowledge children bring both from the home to the school and from the school to the home; families and schools recognizing and using learning opportunities in the home environment; parents working with teachers in the educational decision-making process for their individual child; and schools becoming a venue and agent for parental self-growth, learning and the development of new skills.

Building Community and Identity

This key dimension emphasized on activities that improve the quality of life in a community while honoring the culture, traditions, values and relationships in that community. By including activities that shape students' sense of identity and culture,

schools could build a sense of community in each student. The work of schools included aspects of the social, emotional, moral and spiritual development of young people. Thus schools had a role to play in promoting both personal growth and cultural renewal. Schools could act as a focal point for communities to come together and engage in capacity-building.

Recognizing the Role of the Family

This key dimension emphasized that as primary educators of their children, parents and families had a lasting influence on their children's attitudes and achievements at school. They could encourage their children's learning in and out of school and were also in a position to support school goals, directions and ethos. Parents looked to schools to provide secure and caring environments for their children.

Consultative Decision-Making

This key dimension emphasized that parents were entitled to be consulted and participated in decisions concerning their own children. Parents could play meaningful roles in the school decision-making processes. Training and information to make the most of those opportunities could be provided as part of the partnership activities.

Collaborating Beyond The School

This key dimension emphasized identifying, locating and integrating community resources. The wider community provided services which could strengthen and support schools, students and their families. Schools, families and students could assist the community in return.

Participating

Families participated in the school in a wide variety of ways and all contributions were valuable. Participation might involve families having the opportunity to do something that interested them and including activities that were not directly education-related.⁵⁹

Manz, Power, Ginsburg-Block and Dowrick found that the inner-city schools located in high poverty communities often operated with insufficient resources to meet

⁵⁹ Department of Education, Employment and Workplace Relation, FAMILY - SCHOOL PARTNERSHIPS FRAMEWORK: A guide for schools and families (Australia: Department of Education, Employment and Workplace Relation, 2008), 5 – 8.

the educational needs of students. Community residents serving as para-educators offered the dual benefits of expanding instructional capacity and fostering family–school relationships, provided they are appropriately prepared and incorporated with professional staff. This paper introduced a community partnership model for preparing members of the local community to serve as para-educators and for fostering their working partnerships with professional school staff. A theoretical rationale demonstrating the significance of this model for students from low-income and ethnic minority backgrounds is presented, and key elements in establishing it were discussed. The application of the community partnership model for preparing para-educators was illustrated through a case example, the Reading Partners program. Future directions to empirically advance the community partnership model were presented.⁶⁰

Pakinson wrote an interim report on a research project concerning the place of Design and Technology in selected primary schools at a time of curriculum change. There was a particular focus on the influence of the processes surrounding acts of designing as they may impact on the wider curriculum. The process of design might have wider applications in a future curriculum which embraced features such as “creativity” on a more intensive scale than hitherto. It might also become diluted as subject focal points become less obvious. This study was focused on student teachers and serving teachers in what were termed “Partnership” schools. Partnership was an arrangement by which Canterbury Christ Church University established secure training platforms with schools. Teacher education students might thus undertake their placements in appropriate and controlled surroundings in order to develop and practice their teaching skills and become rounded and successful teachers. Partnership schools received a succession of primary education student teachers throughout the school year. Generally the placements became longer as the student teachers progress through their studies. It was the case that many of the schools within the “partnership” arrangement with the Faculty of Education at Canterbury Christ Church University were moving towards cross-curricular approaches to learning and teaching. For research purposes,

⁶⁰ Patricia H. Manz, Thomas J. Power, Marika and others, "Community Paraeducators: A Partnership-Directed Approach for Preparing and Sustaining the Involvement of Community Members in Inner-City Schools", The School Community Journal 20 (2010): 55 - 80.

they were an accessible stock of schools within which trends in the shifting curriculum could be identified and had been treated as an opportunity sample for research purposes.⁶¹

Plaimee studied the status and problems of sister school policy according to the opinions of schools administrators and teachers and to study the satisfaction of school committee and parents in the schools under this policy.

The subjects being studied in this research were 272 educational bodies working under this policy in primary schools under the Suphanburi Educational Service Area Office in academic year 2003 which could be broken into 21 school administrators, 83 teachers, 83 schools committee members and 85 parents.

The instruments used for collecting data were checklist questionnaires and open-ended questions which were then analyzed in terms of frequencies and percentage through specific program and content analysis respectively.

The findings were as follows:

1. The school administration under sister school policy, type A was found to be prepared and clarified among all stakeholders in the meeting, and most of which gave their consent to it. The most collaboratively planned task was providing students with school transportation services. The separate results of the research on the process of administrative performance were as follows:

- 1.1 For academic affairs, the educational bodies participated in planning instructional activities. Most schools utilized a curriculum of their own emphasizing student-centered processes and structured appropriate class sizes.

- 1.2 For personnel affairs, most schools structured personnel planning; the number of teachers exceeded official standard criteria formulated by Office of the Teacher Civil Service; most staff members were satisfied with gathering students up from different schools to make up collective classes in host schools; and teachers were appointed to duties commensurately in accordance with their expertise.

- 1.3 For student affairs, all the schools structured student activity planning by assigning class attendees to be responsible for their own classroom care; and the greater

⁶¹ Eric Parkinson, "Back to the Future: Where next in a world of cross-curricular primary education?", Design and Technology Education: An International Journal 15,1 (2010): 15-23.

number of students created more burdens of the host schools; especially dealing with more student security measures.

1.4 For financial affairs, most schools were allocated insufficient budget, so they had to seek out more from the external sector, mostly supported by communities.

1.5 For landscape affairs, most schools had enough buildings for instructional activities, but they needed to be modified to proper condition to cope with more students added from other schools. Most of which was needed to be modified were school cafeterias and stores.

1.6 For community relationship affairs, most schools set up meetings and built mutual understanding among parents emphasizing the matter of instructional activities.

2. Problems and solutions

2.1 For academic affairs, more class routine workload owing to an increase in student numbers caused lower abilities for teachers and students to achieve instructional goals.

2.2 For personnel affairs, schools confronted a teacher-shortage situation, especially a shortage of qualified teachers in specialized academic fields.

2.3 For students' affairs, schools failed to cooperate with one another to handle student activities.

2.4 For finance affairs, schools received insufficient budget, and teachers considered financial affairs to be exclusive of their routine workload.

2.5 For landscape affairs, more desks and chairs were needed; some classrooms were in cramped conditions owing to an increase in student numbers; and schools lacked special rooms and lavatories.

2.6 For community relationship affairs, parents did not want their children to move to another school for fear of improper security measures, a major problem which should be thoroughly and well-defined among parents.

3. The satisfaction of school committee and parents:

3.1 Preparatory stage: they expressed satisfaction with public clarification, public relation techniques, and opportunities for expressing opinions.

3.2 Implementation stage: they express satisfaction with school buildings, landscape and environments in host schools; however, they expressed slight satisfaction with student security measures.

3.3 Process outcome stage: they express satisfaction with student's earning achievement, conduct and usual practice of guest students and relationships between parents and teachers in host schools⁶²

Summary

This chapter emphasizes two main concepts: the Effective Sub District School and the Partnership Process. Firstly, the concept of the Effective Sub District School covers the important message of the Effective Sub District School policy. The concepts and theories supporting the school to become the Effective Sub District School are structured as the concept of the Effective Schools, the management theory and the concept of knowledge management. This first concept promptly shows how important it is to develop the schools in the local area and how well-prepared schools must be in terms of the school development to coordinate with the outside organization. For the second concept, it shows the means of implementation with the other organization. It shows the step forward to cooperate with the partnership successfully.

⁶² Prakong Plaimee, "A Study of State and Problems of Schools Administration under School Mentorship Policy, Type A, in Primary Schools under the Suphanburi Educational Service Area Office" (a Research of Master Degree, Educational Administration, Graduate College, Kanchanabui Rajabhat University, 2004), 126-129.

Chapter III

Methodology

The research entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” applied the research methodology in both qualitative and quantitative research. The interview, focus group and connoisseurship were implied in the qualitative research and the schools were utilized as a unit of analysis in the quantitative one. These research methodologies were designed with objective to define the baseline and present an efficient guideline to implement the Partnership Process in Effective Sub District School in Thailand. Below were the stages of this research:-

Process of study

In accordance with the research methodology and its objectives, the researcher had specified the process of this research as following:

Preparatory

The researcher reviewed and analyzed the theories and concepts relating to the Partnership Process in schools from documentaries, textbooks, information, statistics, dissertations, academic articles, journals and websites both national and international, as well as the interviews of 7 experts chosen using the Purposive Method. These specialists are involved in educational fields and have experiences on the efficient partnership process from the Ministry of Education and foreign governments.

Procedure and Data analysis

Knowledge gathered from the literature reviewed and the interview of specialists has been applied in order to develop the instruments of this research as follows:

1. Focus group research was conducted. Educational officers from Thai and foreign governments who were qualified using the criteria participated in this activity to generate the educational pamphlets from all documents of the first stage.
2. The proposed models were created from the result of the focus group.

The connoisseurs reviewed those models in order to confirm and add up more information to each model. The details of procedure were showed in figure 7.

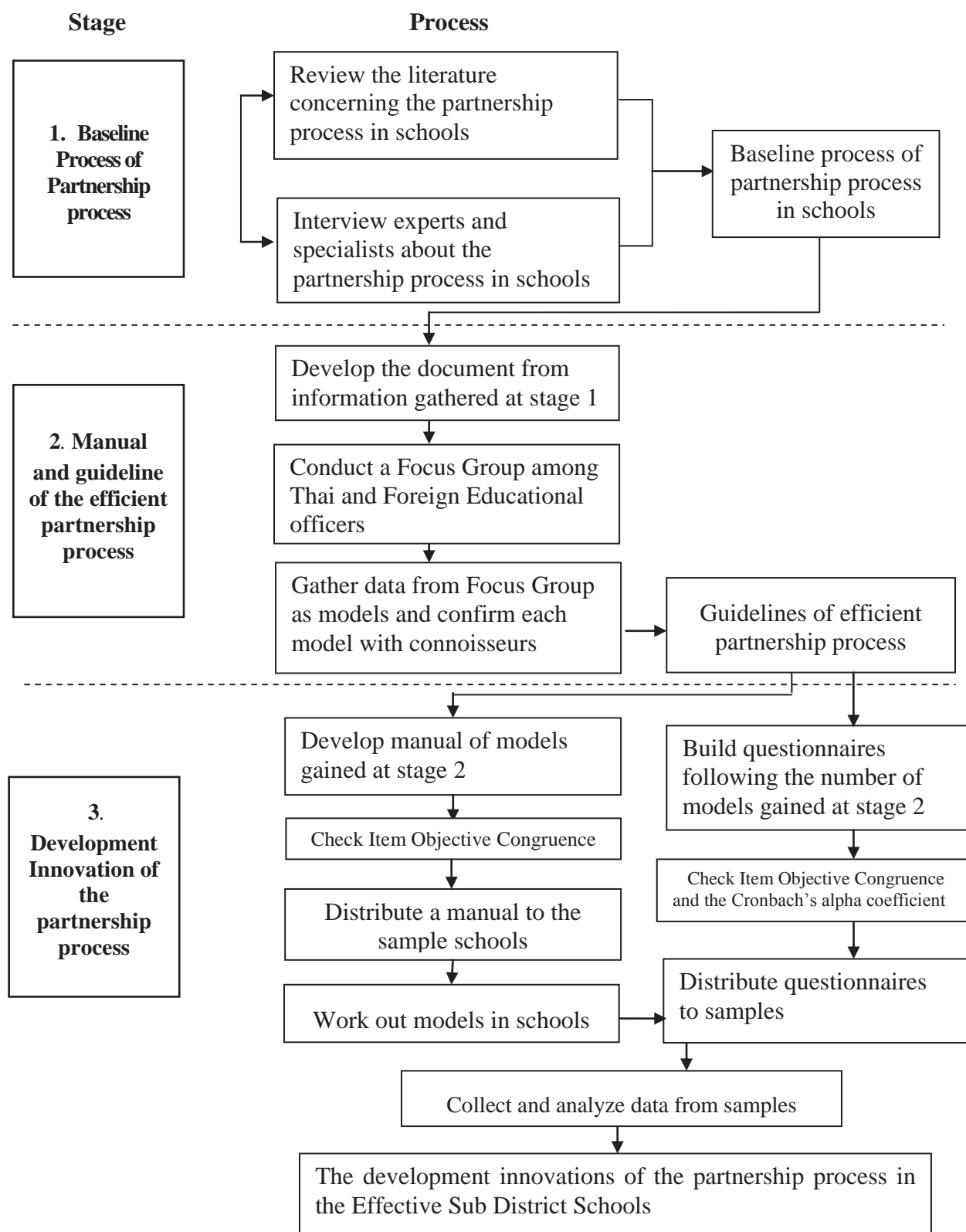


Figure 7 shows the process of this study

Research report

All models initiated from the focus group. These models were gathered as a manual for schools. This manual was reread and confirmed with connoisseurs for improvement and approval before distributing to the sampled schools which had to choose one model and implement it. Questionnaires were designed and sent to the same schools in order to verify the status of the implementation and give information on the preferred model. The researcher collected all data from the questionnaires and performed statistical analysis. The statistics used were arithmetic mean, standard deviation and one - way ANOVA. After analyzing all data, the researcher reported and presented the result to the dissertation committee in order to receive their comments, suggestions and approval. Then, the researcher submitted the dissertation as Doctor of Philosophy (Educational Administration) thesis with the permission of the Graduate School.

For all stages, the researcher had set the criteria for selecting the experts to ensure that all results in each stage were appropriate for this research. To qualify as experts, they should have successful and efficient experiences of partnership process in educational area in any level.

Research methodology

According to the objectives of this research, the research methodology consisted of research design, population and samples, variable terms definitions, research instruments, data collection and the statistical analysis.

Research design

This research employed the qualitative, descriptive and quantitative methodology. For qualitative research, the focus group and connoisseurship technique were applied. The grouping of answers from the questionnaire resulted in data for the quantitative research. In addition, the research design that was applied in this research was a one-shot, non experimental case study as the figure below:-

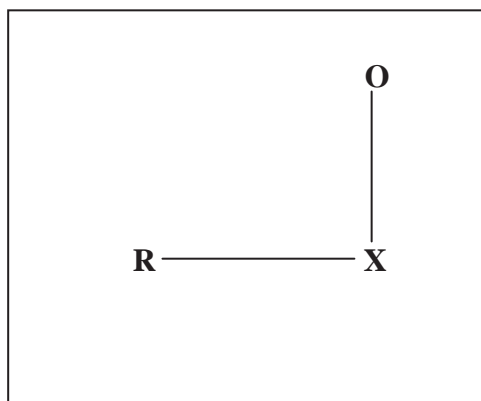


Figure 8 Research design

R : Samples by random

X : variables i.e. the information from the focus group and questionnaires

O : Information from samples

Population and samples

The population and samples of this research are the following:-

1. For the first stage, interview of experts both from Thailand and other countries was conducted in order to collect the baseline process of the Partnership in schools. The population was composed of educational policy makers, educational officers under the Ministry of Education or several educational sectors both in Thailand and in other countries. Overall, 7 experts were interviewed using the purposive method as shown in appendix 1

2. For the second stage, two meetings were organized:

2.1 Focus group was utilized. Ten educational experts from all educational sectors, high ranking positions under the Ministry of Education, the school principals who used to efficiently handle similar projects were purposively chosen as shown in appendix 2.

2.2 Connoisseurship was conducted afterward in order to confirm and refine each model. The purposive method was applied to select 10 connoisseurs as shown in appendix 3.

3. . For the last stage, a manual of models was written by gathering and computing all information from stage 2. This manual was reread with connoisseurs in order to approve and complete the manual before distributing to the sampled schools. In the mean time, the sampled schools chose and internally implemented the preferred models before the questionnaire was built and sent. Four Educational Service Area Offices (ESAO) were chosen to be representative of each region of Thailand by applying the multistage and random simple sampling techniques. In addition, four schools consisting of one Lab school and three Effective Sub District Schools were sampled in each ESAO. The respondents in each school were composed of one administrator and two teachers, one of whom have both teaching and administrative responsibility while the other only teach. The samples are shown in Table 1 :-

Table 1 the number of samples categories by the region of Thailand

Regions	No. of ESAOs	No. of Schools	Sample schools			Respondents (persons)
			Lab school	Effective Sub District School	Total	
North	4	16	1	3	4	48
Northeast	4	16	1	3	4	48
Central	4	16	1	3	4	48
South	4	16	1	3	4	48
Total	12	64	4	12	16	192

Definition of variable

The variables of this research were composed of the basic variables and the studied variables as follows:-

1. The basic variables were the personal status of respondents such as position, educational background and the work experiences.

2. The studied variables were the ones related to the innovation characteristics of the Partnership Process in schools that was obtained from the summary of the documentary analysis and the opinion of experts.

Research instruments

The instruments for collecting data were formed following the research procedures.

1. For the first stage, a semi-structured interview for the experts' opinions was used in order to gather the baseline process of the Partnership in schools.

2. For the second stage, a pamphlet and models of Partnership Process were created from the information of the first stage with the focus group in order to confirm and give implementing guidelines of the efficient partnership process for schools.

3. For the last stage, a manual of models was built and confirmed with connoisseurs in order to distribute to sampling schools as well as a questionnaire was sent and collected the opinions of the proposed model from schools. It consisted of 2 parts presented below:-

Part I of the questionnaire was a checklist form and asked for the status of respondents such as the educational background, position and the work experiences. It also queried for which models the schools prefer.

Part II of the questionnaire applied a non parametric scale -nominal scale- in order to identify the feasibility to implement each model of Partnership Process that schools preferred and implemented during a semester in their school.

The researcher weighed the score of each scale as follows

Scale1 translated the proposed model can be implemented

Scale2 translated the proposed model can be partially implemented.

Scale3 translated the proposed model cannot be implemented

Instrument Development

The development of the instrument is as follows:

Stage 1 All concepts, theories and the research concerning the Partnership from both inside and outside the country were content analyzed and synthesized.

Afterwards, the semi-structured interview was performed to 7 experts in order to gather the baseline process of the Partnership Process in schools.

Stage 2 All data of the first stage from interviews and documentary analysis were gathered to devise the pamphlet containing the baseline of the partnership process in schools. Then, the focus group was conducted to critique the above mentioned document, review the concepts, add more essential information, develop the guideline of partnership process in schools and propose the models. In order to confirm the pamphlet and models of partnership process, the 10 connoisseurs reread and add more important information.

Stage 3 A manual of partnership model was developed from the information confirmed in stage 2. Five experts checked the content validity of the manual before sending to sampled schools which experimented on the use of the manual for a semester. In the mean time, the questionnaire was constructed and its content validity was checked using Items of Objective Congruence (IOC) by 5 experts. Furthermore, 10 schools served as the try out group in order to find the reliability of the questionnaires using the alpha coefficient method of Cronbach (α).

Data collection

For this part, the researcher collected all data by

1. Interviewing the experts
2. Conducting focus group and meeting with connoisseurs
3. Constructing up a manual of models and the questionnaire
4. Posting a manual of models and questionnaire to samples
3. Gathering information from experts and schools by herself

Data analysis

The researcher analyzed and used statistics as follows:

1. For the first two stages, the frequency was employed
2. For the last stage, the questionnaires from schools were analyzed as

follows:-

2.1 The frequency and percentage were calculated to analyze the status of respondents in part I

2.2 The one - way ANOVA was used to analyze the opinion of respondents in part II.

The statistical used

1. For the qualitative research, the content analysis was applied.
2. For the quantitative research, the statistics used were frequency, percentage and one - way ANOVA.

Summary

The objectives of this research were to determine the baseline process of the Partnership Process in schools; to define the guideline for an efficient Partnership Process development in schools and to gain the development innovation characteristics of the Partnership Process in Effective Sub District School in Thailand. The qualitative and quantitative researches were applied. There were 3 stages of the research procedures, which followed the objectives. In the first stage, the concepts, theories and the research concerning the Partnership Process in both inside and outside country were reviewed and synthesized. In the mean time, semi-structured interview were conducted to 7 experts. Secondly, the researcher gathered all data and built a pamphlet. Then, 10 people from educational administrations, NGO individuals and policy makers participated in the focus group. The proposed models were the result of the focus group. Next, connoisseurs were reread and add more details in each model. For the last stage, the results from the second stage were combined into a manual of models and a questionnaire was build and sent to the sampling schools. Before the manual were distributed, they were reread and confirmed by the experts. The measured statistics were the percentage, content analysis, one - way ANOVA. Then, all data were analyzed and reported respectively.

Chapter IV

Research Finding

The objectives of the research entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” were applied the research methodology entitled “mix methodology.” At first, the qualitative research was implied for knowing the baseline process of the partnership process and the guidelines of efficient partnership process development in schools by the interview, focus group and connoisseurship. In terms of the research purposes, the tables were applied for presenting data into 3 stages as follows:-

Stage 1 The analysis of the baseline process of the partnership in schools.

1.1 the analysis from documentary

1.2 the analysis from the expert interview

Stage 2 The analysis of the guidelines of efficient partnership process development for schools

2.1 the analysis from the focus group

2.2 the analysis from the connoisseurs

Stage 3 the development innovation of the partnership process in the Effective Sub District School.

Stage 1 The analysis of the baseline process of the partnership in schools

This stage fundamentally educated the theories and concepts relating to the Partnership Process in schools from the documentary, textbooks, information, statistics, dissertations, academic articles, journals and websites. Also, it included the experts’ interview in order to find the baseline process of partnership process development in schools. It was divided into 2 parts:-

1.1 the analysis from documentary

This part fundamentally analyzed the theories and concepts relating to the Partnership Process in schools and the efficient organization management which supported the partnership process in schools from the documentary, textbooks,

information, statistics, dissertations, academic articles, journals and websites in both internal and external countries in order to find the baseline process of partnership process development in schools. It summarized in 3 types of table as below:-

Table 2 Principles, concepts and theories of the Effective Sub District School Concept and the effective schools concepts supporting the partnership

No	Items	Office of the Basic Education Commission (2010)	Lezotte (2001)	Ruenthong (2007)	Lawrence-Lightfoot (1985)	Sadler and Zittleman (2006)	Dep. Of Public Instruction (2011)	Character Education Partnership (2011)	Australian Capital Territory(ACT)(2009)	Senge (1990)	Deming (2000)	Baldrige National Quality Pro. (2011)	Burns (1978)	Bass (1985)	Hersey and Blanchard (1988)	Knowles (1990)	Kolb (1984)	Marquardt and Sung (2002)	
1	The effective schools support the partnership process			✓						✓							✓		
2	School is a learning organization			✓							✓						✓		
3	School promotes core ethical and performance values							✓											
4	Staff must have accountability.		✓	✓	✓		✓												
5	School support the system of learning to think									✓					✓		✓		
6	School is clean, sheltered and safe.	✓	✓	✓	✓	✓			✓										
7	School establish learning environment for students and staff		✓	✓	✓	✓			✓		✓			✓			✓		
8	School create a positive climate					✓			✓								✓		
9	Administrator and teacher are professional		✓	✓	✓		✓					✓							
10	School director focus on academic and well support	✓	✓	✓				✓			✓		✓				✓		
11	School director has a leadership		✓		✓														

Table 2 (continued)

No	Items	Office of the Basic Education Commission (2010)	Lezotte (2001)	Ruenthong (2007)	Lawrence-Lightfoot (1985)	Sadler and Zitzlerman (2006)	Dep. Of Public Instruction (2011)	Character Education Partnership (2011)	Australian Capital Territory(ACT)(2009)	Senge (1990)	Deming (2000)	Baldrige National Quality Pro. (2011)	Burns (1978)	Bass (1985)	Hersey and Blanchard (1988)	Knowles (1990)	Kolb (1984)	Marquardt and Sung (2002)	
12	Teachers are able to self develop and care their students		✓		✓		✓					✓			✓	✓	✓	✓	
13	Students can self develop.							✓			✓	✓					✓	✓	
14	School provides students and staffs with opportunities for moral action							✓		✓			✓			✓			
15	All staff share clear vision and goals		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓
16	All staff think and work together									✓	✓	✓	✓	✓	✓			✓	✓
17	Schools have a clear mission										✓	✓						✓	✓
18	Schools have a strategic plan								✓		✓	✓						✓	✓
19	Schools have a commitment to develop among staff										✓								
20	Schools are able to communicate between staff and community					✓			✓	✓	✓			✓					
21	School focus on teaching and learning		✓	✓												✓			
22	The student achievement will be high	✓																	

Table 2 (continued)

No	Items	Office of the Basic Education Commission (2010)	Lezotte (2001)	Ruenthong (2007)	Lawrence-Lightfoot (1985)	Sadler and Zittleman (2006)	Dep. Of Public Instruction (2011)	Character Education Partnership (2011)	Australian Capital Territory(ACT)(2009)	Senge (1990)	Deming (2000)	Baldrige National Quality Pro. (2011)	Burns (1978)	Bass (1985)	Hersey and Blanchard (1988)	Knowles (1990)	Kolb (1984)	Marquardt and Sung (2002)	
23	Schools should set high expectation of all learners and staffs	✓	✓	✓	✓	✓	✓		✓										
24	Schools should set a clear expectation						✓												
25	Community is able to participate in schools	✓	✓			✓	✓	✓			✓	✓						✓	
26	Schools have a positive relation with parents				✓			✓	✓			✓							
27	School are unified benefit in the community	✓																	
28	Schools have a system to monitor students progress					✓													
29	Schools regularly assess							✓			✓	✓							
30	Schools set tools to evaluate their performance								✓		✓	✓							
31	Schools do report their progress											✓							

Table 3 Principles, concepts and theories of the Partnership Process Concept

No	Items	Glendinning (2002, 2003)	Sedon, Billeit and Clemans (2005)	Selsky and Parker(2005)	Pratt, Gordon and Plamping (1999)	Gray (1989)	Geddes (2005)	Nuffield Institute for Health (2003)	Wildridge, Childs, Cawthra and Madge (2004)	Williamson(2001)	Lyn (2005)	Smith (2009)
1	The partnership is an activity or system combining the cooperation between two or more organizations	✓		✓								
2	The partnership is people and organizations from some combination of public business and civil constituencies who engage in voluntary, beneficial and innovative relationships		✓	✓								
3	The partnership can be divided in 3 levels : macro level, meso level and user level/voluntary - statutory	✓	✓				✓					
4	The partnership can be divided in 4 types : competition, co-operation, co-ordination and co-evolution				✓	✓						
5	The key stages of partnership process: do need analysis both from schools and the partners, set a clear purpose and process, develop and maintain, and monitor and deliver.						✓	✓				✓
6	The collaborative from both political and the social climate bring to the effective partnership						✓				✓	
7	The staff mutually trust and respect							✓			✓	✓

Table 3 (continued)

No	Items	Glendinning (2002, 2003)	Seddon, Billett and Clemans (2005)	Selsky and Parker(2005)	Pratt, Gordon and Plamping (1999)	Gray (1989)	Geddes (2005)	Nuffield Institute for Health (2003)	Wildridge, Childs, Cawthra and Madge (2004)	Williamson(2001)	Lyn (2005)	Smith (2009)
8	The process of partnership is flexibility and adaptability						✓					
9	The process of partnership is appropriate stage of development						✓			✓		✓
10	The process has clear roles and policy guidelines						✓	✓	✓	✓		✓
11	The communication should be open and frequent						✓			✓		
12	The objective should be clear and share vision						✓	✓	✓	✓	✓	✓

Table 4 Policies, books and researches concerned of the Partnership Process Concept

No	Items	Australian Government (2008)	Malik (2010)	Partnership UK (2011)	PPP Canada (2010)	The National Economic and Social Development (2007)	Thai government house (2008)	European Commission (2010)	Dickies (2009)	Anderson, Houser and Allison (2010)	Office of the Basic Education Commission (2009)	Calderon (2004)	Dep. Of Education (2008)	Manz, Power, Marika and others (2010)	Parkinson (2010)	Plaimée (2004)
1	The partnership become polices to cooperation between public sectors and private sectors	✓	✓	✓	✓	✓	✓			✓		✓				
2	The partnership become polices to cooperation between public sectors and public sectors		✓			✓	✓			✓	✓	✓			✓	✓
3	The partnership become polices to cooperation among public sectors, private sectors and communities					✓	✓		✓	✓			✓	✓		
4	The partnership police encourage private sector investment in public infrastructure and related services	✓		✓	✓		✓			✓						
5	It combines between the private sector efficiency and the public sector funding toward the better learning outcomes and education		✓	✓			✓	✓			✓		✓	✓	✓	✓
6	The partnership was addressed as the policy	✓	✓	✓												
7	The specific organization was established for dealing among partners in partnership process		✓	✓												
8	The smart partnership cooperated the operational plans each other					✓							✓	✓	✓	✓

Table 4 (continued)

No	Items				
6	The smart partnership developed the evaluation process for ensuring the implementation with the partner The successful partnership should share values, build capacity and clear the role of people. The smart partnership should identify the spiecific actions	Australian Government (2008)			
		Malik (2010)			
		Partnership UK (2011)			
		PPP Canada (2010)			
		The National Economic and Social Development (2007)	✓		
		Thai government house (2008)			
		European Commission (2010)			
		Dickies (2009)		✓	
		Anderson, Houser and Allison (2010)			
		Office of the Basic Education Commission (2009)			✓
		Calderon (2004)		✓	✓
		Dep. Of Education (2008)	✓	✓	✓
		Manz, Power, Marika and others (2010)			
		Parkinson (2010)			
		Plaimée (2004)	✓	✓	✓

Table 5 the analysis from the experts' interview

No	Items	Dr.Chaipreuk Sereerak	Dr.Piyabutr Chonvijar	Dr.Rangsan Wiboon-upatham	Mr.Greg Cairnduff	Dr.Sitiwan Artsri	Mr.Monchai Pannathoop	Mrs.Piyapa Su-angkawathin
1	Education is a main factor to support every part of society.	✓	✓	✓	✓	✓	✓	✓
2	It is a learning society			✓				✓
3	It is a horizontal organization.			✓				
4	It is an era of change.		✓	✓		✓	✓	✓
5	The partnership gradually develops following the changing society.	✓		✓				
6	Each school has a unique and is an autonomous organization.			✓		✓	✓	✓
7	The Partnership is a cooperation between one organization and another organization.		✓	✓	✓			

Table 5 (continued)

No	Items	Dr.Chaipreuk Sereerak	Dr.Piyabutr Chonvijar	Dr.Rangsan Wiboon-upatham	Mr.Greg Cairnduff	Dr.Siriwan Artsri	Mr.Monchai Pannathoop	Mrs.Piyapa Su-angkawathin
8	The partnership is a kind of development process in terms of the opportunity, the quality and the management.	✓	✓					
9	The partnership is a cooperation among students, teachers and administrators in schools.	✓	✓		✓	✓	✓	✓
10	The partnership is a cooperation between schools and community.	✓	✓	✓	✓	✓	✓	✓
11	The type of partnership includes cooperating the time, investment and organization.	✓	✓	✓		✓	✓	✓
12	The type of partnership includes cooperating between people-people, ICT-ICT, and the same functions.		✓			✓		
13	Schools can be a partner with others organizations such as community, women groups, schools and belief groups.	✓	✓	✓	✓	✓	✓	✓
14	Schools and the partner organization must think together.	✓	✓	✓	✓			
15	Schools and the partner organization must have a conversation and communication each other.	✓	✓	✓	✓			✓

Table 5 (continued)

No	Items	Dr.Chaipreuk Sereerak	Dr.Piyabutr Chonvijar	Dr.Rangsan Wiboon-upatham	Mr.Greg Cairnduff	Dr.Siriwan Artsri	Mr.Monchai Pannathoop	Mrs.Piyapa Su-angkawathin
16	Schools do a need analysis.	✓				✓		
17	Schools had a strategic plan and action plan for implementing with the partners	✓						
18	Schools must share schools vision with their staffs and people in community.	✓		✓	✓			
19	School principals have broadened vision and leadership.	✓			✓	✓		
20	All staff has a commitment towards school development through the partnership program.	✓		✓	✓			
21	All staff must set clearly and accept the schools goal.	✓		✓	✓	✓		
22	All staff develops schools following the goal.			✓				
23	All staff in school does the stake holder analysis.			✓				
24	All staff in school acknowledges the stake holder group around school.			✓		✓		

Table 5 (continued)

No	Items	Dr.Chaipreuk Sereerak	Dr.Piyabutr Chonvijar	Dr.Rangsan Wiboon-upatham	Mr.Greg Cairnduff	Dr.Siriwan Artsri	Mr.Monchai Pannathoop	Mrs.Piyapa Su-angkawathin
25	All staff considers the stake holders whom cooperate with.			✓				
26	Schools set the strategy and guideline to build the selected partners.			✓				
27	Schools and the partners implemented together.			✓				
28	Transparency is a factor for support the partnership program successfully.			✓				
29	Accountability is a factor for support the partnership program successfully.			✓				
30	Reflection process is a factor for support the partnership program successfully.			✓	✓			

From the Table 8, it showed that the education was a main factor to support and develop schools including the partnership. It also indicated that the partnership which happened in schools was cooperation among students, teachers and administrators including the community. To launch the partnership, schools must open and have a conversation between people concerned in schools and community because schools were organization in community.

From the documentary analysis and the experts' data, we can summarize the baseline process of the partnership as follow:-

1. The school must know itself by analyzing itself through the participation with the school board committees.

It was a first and important step for starting the partnership process because the schools must know itself. Then, the schools must learn both internal and external content around them. The school must participate with the agencies concerned around school such as the school board committees which come from representatives of the community or the Parent-Teachers Association (PTA) and find what they need. They can use a variety methods to find the result such as brainstorming, public hearing, SWOT, etc.

2. The school made a plan by applying the result of the school analysis.

After the result is found, the schools started to make plans. There should be a long term plan and short term plan. It must be also relevant with the policy, vision and mission of schools.

3. The school knew the partnership and analysis

Schools seeked for the partnership which can respond the schools' needs in many ways. It can start from the personal contact to the government contact. When schools found the right partner, they can analyze that organization before making a decision.

4. The school cooperated with partnership

After the schools made a decision, they can jointly work with the organization.

5. The school set meetings and planning with the partnership

The first task to run with the partner was to hold a meeting so as

to discuss and plan the whole process of the project. The plans should have both short term and long term perspectives and also be flexible to adjustment. Then, the objective of the project was set.

6. The school implemented

The main step of this process was to operate all planned activities and follow the objective of the project. It was a challenge step for both schools and the partner whether they all attained the objectives or not.

7. The school reported back to the partnership

It was the last step of the process but it was also an important one because the results of the implementation were a good feedback for the cooperation between the schools and the partners and future projects. If the result was good, it led to the benefit of both organization and also extends to other organization. If the result was not well, it was a big challenge for both organizations to adjust their jointly plan and the way of implementing it.

Stage 2 the analysis of the guidelines of efficient partnership process development for schools

This stage developed all results in stage 1 to propose the models and pamphlet. The models could be implemented following the baseline process from stage 1. There were 3 main models as below

Model 1 Partnership process between the schools and organizations.

- 1) Partnership process between schools and organizations that share the same objective and work under the same structure (ministry or NGO) or under a different one
- 2) Partnership process between schools and organizations that have different scope of work, but have a unified objective

Model 2 Partnership process with the NGO

Model 3 Partnership process between the organization and the community

The details of each model were in Appendix X.

2.1 the analysis from the focus group

From the above mentioned models, the researcher gathered and added more information about the partnership process to make a draft pamphlet. Then, the 10

experts from educational officers and school administrators in various organizations who were qualified by the criteria, participated in the focus group in order to critique the manual and guideline for implementing the models of partnership process. The summary of the outputs of this discussion was

Content Analysis

The content of the partnership process pamphlet should provide:

The definition of the term “Partnership”: the researcher must provide the definition both from the textbook and the purpose of the research.

The types and levels of Partnership: it was found that there were a lot of types and levels of Partnership, depending on the perspectives of each person or organization. According to the name of this research relating to the school, the types and levels of partnership must start from the school. It might start from the bird’s-eye view to the worm’s-eye view

Starting point: the process of partnership was good, but it should also start from the nearest place, like schools. Because in the decentralized era, schools were autonomous to select and act with partners, in order to have response to their needs.

Success validation: the researcher must identify the factor that will validate support the success or failure of the Partnership Process. Hence, it should happen both internally and externally.

Model Analysis

How the model was appropriate to be implemented in schools must be considered:

It should start from schools by doing the need analysis or SWOT in order to know the current situation of its own school

When the schools knew themselves, they should plan what part they would like to develop and how long it should be developed. If the schools knew the type of organization that could assist or respond to their needs or plans, they should set the guideline on how to deal with that organization.

The way to deal with or cooperate with the partner in the Partnership Process should be passive or active upon the school competencies. If a school did not have enough competencies, it should have coordination with a partner organization

When the program was launched, schools must pay attention to the

cooperation with the partners and attempted to work and reflect the result of the cooperation.

2.2 The analysis from the connoisseurs

The manual was improved after having further discussed with the focus group. The information from the suggestions of the experts was added to make the manual more complete. This part precisely analyzed and checked by the specialists who worked about the partnership process. Some school directors who had experience relating to the partnership process also reviewed the pamphlet. The result sum up as follows:-

The researcher must start the analysis at the school level because schools should know and find the partnership themselves. Each model must have a reflection part and seek for feedback of what has been done at each stage of the plan. In addition, the researcher must acknowledge that capabilities of each school were different, so the model must consider it.

Stage 3 the development innovation of the partnership process in the Effective Sub District Schools

The manual was changed following the experts recommendations. In order to check the content validity by index of item objective congruence, the manual was sent to other experts. Some of these experts were graduated from educational assessment or educational evaluation management. The feedbacks and advices from those experts contributed to finalize the manual. It was ready to be sent to 64 sampling schools around Thailand. This was the 3 models of partnership process:

Model 1 Proactive (School directly coordinates with the partners)

Model 2 Passive Model (school implements through the liaison of the organization which can seek for partners)

Model 3 School can implement as Proactive and Passive way.

The details of each model was below

Model 1 Proactive (School directly coordinates with the partners)

The Proactive model is one wherein the school directly coordinates with the partner. Schools can manage to look for the organizations that can respond to the school's vision and plan which resulted from the self analysis conducted.

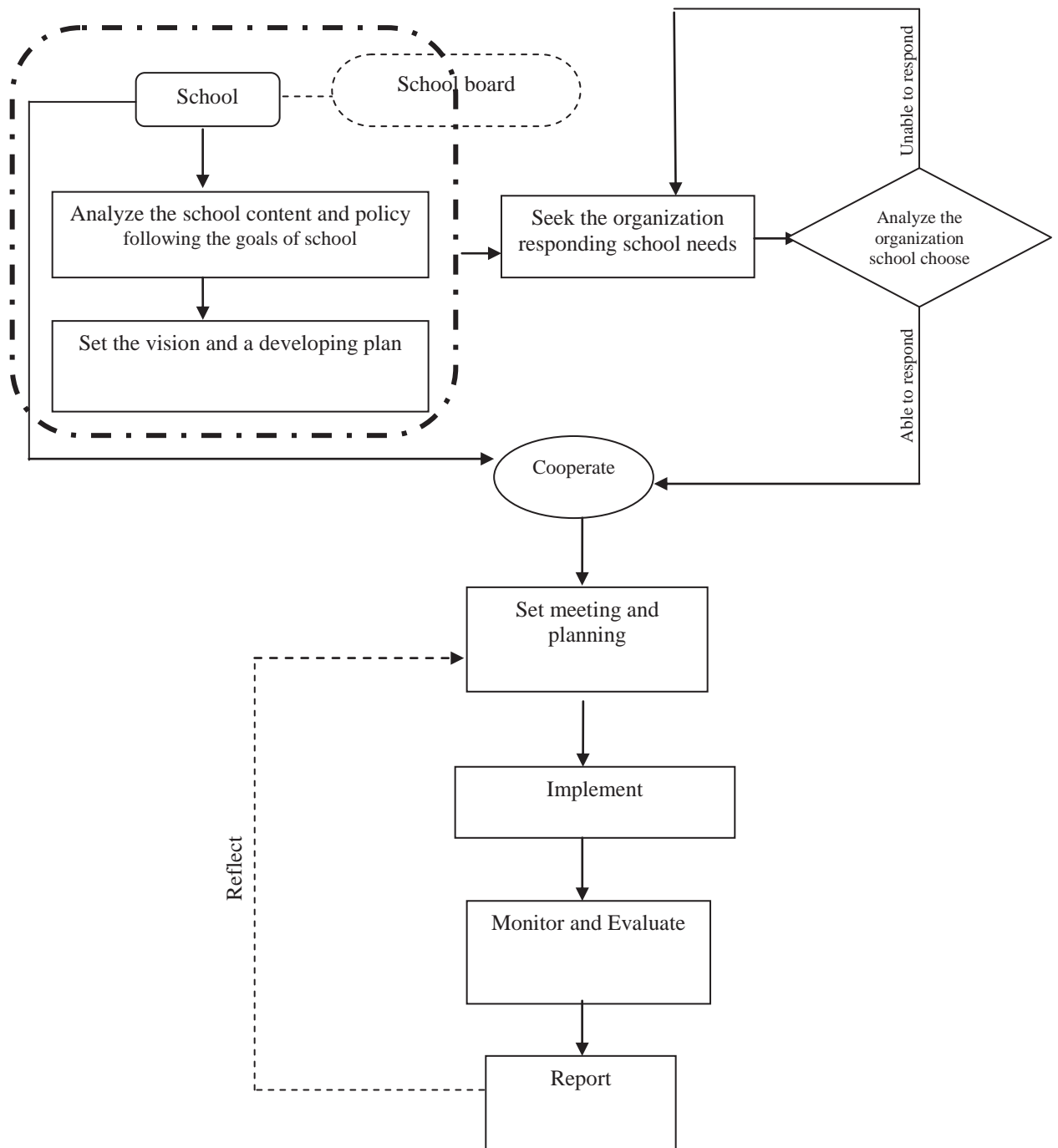


Figure 9 Procedure of the Proactive Model wherein the school directly coordinates with the partners

The above figure illustrates that school plays more roles to manage all processes except after the partners have accepted to work with it. The procedure of model 1 is as follows:-

1. Analyze the school content in order to seek for the strength, weakness,

opportunity and threat

2. Set the vision and a development plan
3. Seek for the organizations that can develop and respond the school's need, vision and plan
4. When an organization accepts to work with the school, the school must analyze whether that organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model
5. If it is able to respond, school and the organization engage in one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach.
6. Implement following the plan and set objectives
7. Monitor, report the result of implementation and reflect to the schools and the partners. School can review its plan with the partner if any obstacle is found during the implementation.

This model showed the schools which had potential and competency would be able to run efficiently because they were fully furnished in both landscape and quality to support the education system. This encouraged them to fulfill their needs by seeking for other organization around them. Schools which implement this model were mostly famous and prestigious or in the national or provincial level of Thailand.

Model 2 Passive Model (school implements through the liaison of the organization which can seek for partners)

It is a model where the school realizes the need to work with a partner, but does not have the potential to directly contact and work in such a way. The school then proposes the draft of partnership process to a wider and larger organization. This organization has the power to deal with and negotiate the partnership for the school.

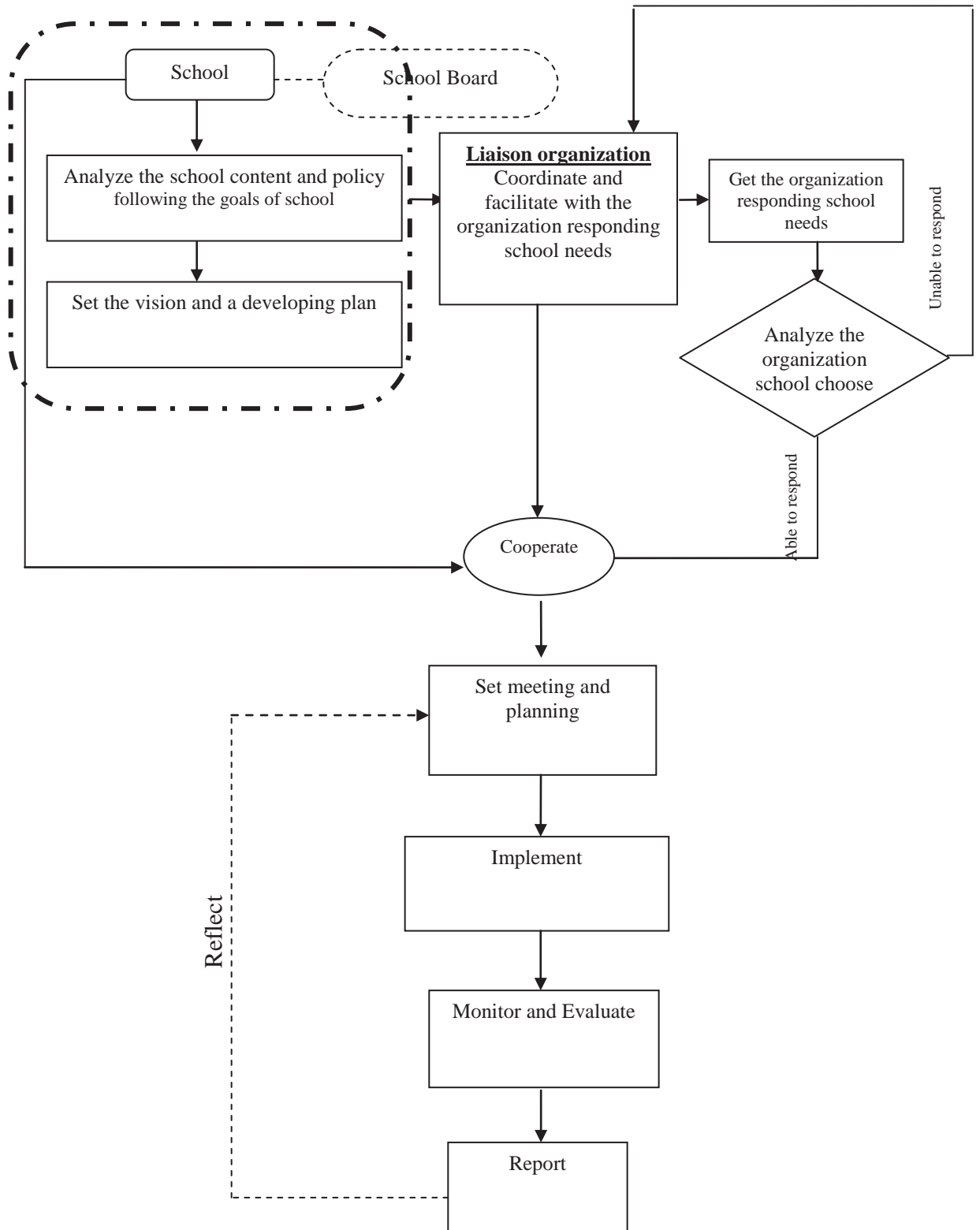


Figure 10 Procedure of the Passive Model wherein the school implements through the liaison of the organization which can seek for partners.

Figure 10 shows that the liaison organization plays an important role to assist the schools to seek for organizations that are able to respond to the school needs. The procedure of model 2 is as follows:-

1. Analyze the school content in order to seek for the strength, weakness, opportunity and threat
2. Set the vision and develop plan
3. Seek for the organizations that can develop and respond to the school's need, vision and plan
4. Coordinate with a liaison organization in order to deal with and facilitate with the organization responding to school plan and vision
5. When an organization accepts to work with a school, school must analyze whether this organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model
6. If it is able to respond, the school, the liaison organization and the partner engage in one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach.
7. Implement following the plan and set objectives
8. Monitor, report the result of implementation and reflect to the schools, the liaison organization and the partners. School can review its plan with the partner if any obstacle is found during the implementation.

This model is suitable for schools which had less potential and competency than schools in model 1. These schools still need some help for completing some parts of school, but they have difficulty to seek for the organization in the community. They ask for liaison organization to assist and contact the partners for them. Schools which mostly implement this model were located in the remote or rural areas.

Model 3 School can implement as Proactive and Passive way

It is a model where school can have the potential to deal with a partner both by itself and through a liaison organization in order to seek for the organizations that can respond to the school's vision and plan.

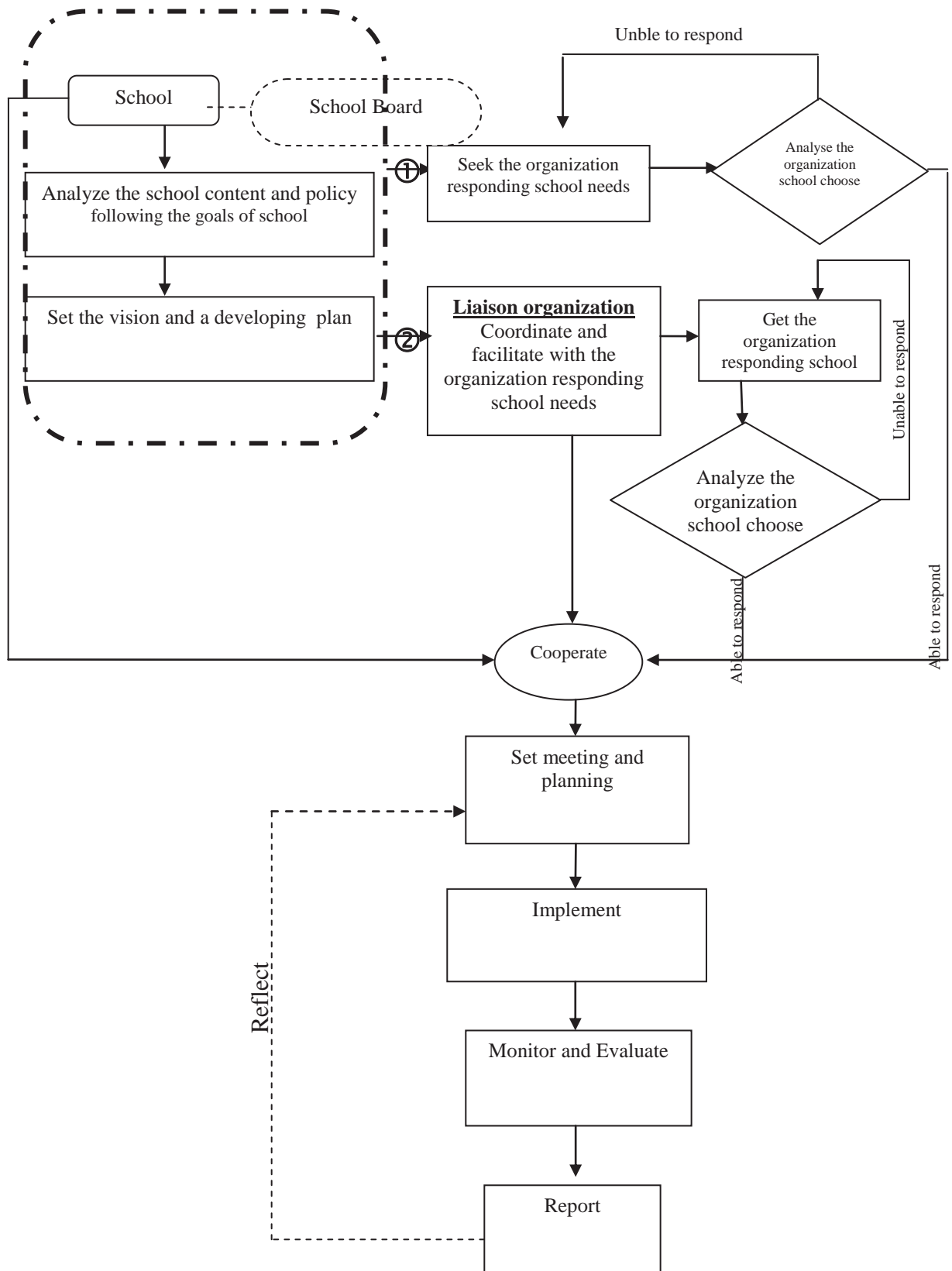


Figure 11 School can implement as Proactive and Passive way

As shown in Figure 11, the liaison organization and the schools jointly seek for the organizations that are able to respond to the school needs. The procedure of model 3 is as follows:-

1. Analyze the school content in order to seek for the strength, weakness, opportunity and threat
2. Set the vision and the development plan
3. Seek for organizations that can develop and respond to the school's need, vision and plan
4. Seek for organizations that can develop and respond to the school's need, vision and plan. The school coordinates with the liaison organization in order to deal with and facilitate with the organization that can respond to the school plan and vision
5. When an organization accepts to work with the school, the school must analyze whether this organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model
6. If it is able to respond, school, the liaison organization and the partner engage in one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of the school and have an efficient and effective partnership, like a win-win approach.
7. Implement following the plan and set objectives
8. Monitor, report the result of implementation and reflect to the schools, the liaison organization and the partners. School can review its plan with the partner if some obstacles are found during its implementation.

This model showed the schools which had potential and competency would be able to run efficiently because they were fully furnished in both landscape and quality to support the education system. In the same time, schools asked for the liaison organization to assist and contact the partners for them. Schools which implement this model were mostly located in every part of Thailand and could be famous and prestigious school, or other types of schools like small schools.

It is found that most models are similar in the process to join in the partnership and the partnership implementation, except for the step of seeking the partnership. This step is the main difference among the models.

The detail of manual was in Appendix XI.

The manual above had been distributed to school to apply one model. At the mean time, the questionnaire for finding the possibility of proposed models was drafted by synthesizing the manual. There were 40 items in this questionnaire. Then, experts checked and performed the content analysis. Three of five experts should be the same people who checked the content validity by calculating the index of item objective congruence (IOC) of the manual. Next, the questionnaire was investigated by calculating the index of item objective congruence (IOC). It was found that every item had a score of IOC more than 0.5. Also the experts suggested adding more details so as to make a clear understanding of each item. After the questionnaires had been corrected and improved with explanations, they were distributed to 10 schools which were not in the sample list of schools. Three people consisting of one administrator and two teachers in each school answered the questionnaires. When the questionnaires came back, they were checked for reliability by computing the Cronbach's alpha coefficient. The calculated coefficient was .953, so the questionnaires were suitable for collecting the data from the samples.

For the final stage, 64 schools were utilized as a unit of analysis in the quantitative one by using the questionnaires. The researcher sent 192 questionnaires among the mentioned numbers of schools. One hundred and ninety two questionnaires from 64 schools or 100% came back.

The respondents were administrator and teachers from 64 schools. The analyzed data were gender, age, education degree, work experience and position. This was analyzed by using frequency and percentage in table 6.

Table 6 shows the information of respondents

Information	Numbers	Percentage
1. Gender		
1.1 male	82	42.71
1.2 female	110	57.29
Total	192	100.00
2. Age		
2.1 20 – 30 yrs	9	4.69
2.2 31 – 40 yrs	40	20.83
2.3 41 – 50 yrs	71	36.98
2.4 more than 50 yrs	72	37.50

Information	Numbers	Percentage
Total	192	100.00
3. Education Degree		
3.1 Diploma	0	0.00
3.2 Bachelor Degree	121	63.02
3.3 Master Degree	71	36.98
3.4 Higher than Master Degree	0	0.00
Total	192	100.00
4. Work experience		
4.1 1 – 5 yrs	7	3.65
4.2 6 – 10 yrs	24	12.50
4.3 11 – 15 yrs	24	12.50
4.4 more than 15 yrs	137	71.35
Total	192	100.00
5. Position		
5.1 Administration		
1) Director	44	22.92
2) vice director	20	10.42
5.2 teachers		
1) teach and work in the administrative sectors	64	33.33
2) teach only	64	33.33
Total	192	100.00

From this table, it was found that there were totally 192 respondents. One hundred and ten were women (57.29%), which were more than half the number of respondents; while 82 were men (42.71%). In addition, 72 respondents (37.50%) were more than 50 years old. The number of respondents who were in 41-50 years old range, 31-40 years old range and 20-30 years old range were 71 (36.98%), 40 (20.83%), 9 (4.69%), respectively. Most of the respondents graduated in Bachelor degree (63.02%) and the rest graduated in Master degree (36.98%). Moreover, the number of respondents who had more than 15 years of work experience was 137 (71.35%). The work experience of the respondents in the 6-10 years range and 11-15 years range was the same at 24 (12.50%). Seven respondents had only 1-5 years of work experiences (3.65%). Lastly, the position related to teachers had 64 respondents (33.33%). There were 44 directors (22.92%) that answered the questionnaires. The remaining respondents were vice directors at the number of 20 (10.42%) respondents.

In accordance with the background information of the respondents in the table 7, the researcher applied one - way ANOVA in order to calculate the probability that differences among the observed are meaningful. The scores in each person were summed before applying the ANOVA.

Table 7 shows the analysis of arithmetic mean and standard deviation between the feasibility of the partnership models and the position

Descriptive								
Sum								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Director	44	111.70	8.20	1.24	109.21	114.20	95.00	120.00
Vice Director	20	116.30	4.59	1.03	114.15	118.45	107.00	120.00
Teacher who teaches and works in administrative sectors	64	110.00	12.60	1.58	106.85	113.15	72.00	120.00
Teacher	64	110.39	10.60	1.33	107.74	113.04	81.00	120.00
Total	192	111.18	10.50	.76	109.68	112.67	72.00	120.00

From the table 7. , the highest arithmetic mean (\bar{x}) which belonged to the vice director was 116.30 (S.D.= 4.59), but the highest standard deviation was 12.60 (\bar{x} = 110.00) which belonged to teachers who taught and worked in administrative sectors. For the remaining, the arithmetic means of the directors and teachers were 111.70 (S.D.= 8.20), 110.39 (S.D.=10.60)

Table 8 shows the analysis of variance between the feasibility of the partnership models and the position

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	665.39	3	221.80	2.05	.11
Within Groups	20376.59	188	108.39		
Total	21041.98	191			

*P < .05

Table 8 was one - way ANOVA by conducting the comparison of the effect of operational probability of the Partnership Models on the position of respondents such as administrators – directors and vice directors, - teachers who taught and worked in administrative sectors and a teachers in schools from 3 conditions. There was not a significant effect of the Partnership Models on the operational feasibility in schools at the $p < .05$ level for the three conditions [$F(3,188) = 2.05, p = .11$]. in accordance with the result of the above table, it was not significantly different among the position so the Post hoc comparison was not applied to analyze further.

Chapter V

Conclusion of the finding, discussion and recommendation

The research entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” applied the research methodology in both qualitative and quantitative research. The interview, focus group and connoisseurship were implied in the qualitative research and the schools were utilized as a unit of analysis in the quantitative one. These research methodologies were designed with objective to define the baseline process and present an efficient guideline to implement the Partnership in the Effective Sub District School in Thailand. In terms of the dissertation purposes, the data are analyzed and proposed into 3 stages as follows:-

Stage 1 In order to find the baseline process of the partnership, the researcher reviewed and analyzed the theories and concepts relating to the Partnership in schools from the documentary, textbooks, information, statistics, dissertations, academic articles, journals and websites in both internal and external countries. In addition, the 7 experts selecting by the Purposive Method were interviewed by the semi structure. Then, all content from the documentary and the interview were brought to the main idea for drafting the pamphlet of the Partnership baseline process.

Stage 2 Accordance with the guidelines of efficient partnership process development in schools, the draft pamphlet was written for developing the guideline of the efficient Partnership Process through the models proposed. The researcher conducted the two main activities for developing and fulfilling the idea in the draft pamphlet before it became the manual for implementing the Partnership process.

Firstly, the focus group research was conducted. Educational officers from Thai and foreign governments who were qualified by the criteria participated to this activity in order to accomplish the educational pamphlet. And this activity came up with the models of the efficient partnership process for schools.

Lastly, the proposed models were sent to the connoisseurs in order to confirm the process of the models and carry out the manual. The connoisseurs rechecked the

process affecting the efficient partnership process in schools in order to enable schools enrich and operate into every part of schools easily and clearly.

Stage 3 All initiated models and pamphlets were combined and clearly written in a step. Then, the manual was sent to the experts so as to approve the meaning and understanding of the manual, which schools could apply to carry out appropriately before distributing to the sampling schools. They had to choose one model and implement it. In the mean time, questionnaires were built and sent to schools in order to check the status of the implementation and give information on preferred models. The researcher collected all data from the questionnaires and performed a statistic analysis.

The statistics used were arithmetic mean and standard deviation for the Basic information of respondents. The f-test, one – way ANOVA was applied for the possibility of the model application in schools.

Conclusion of the finding

The research entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” founds

1. The baseline process of the partnership in schools

The ideas of experts and those from the reviewed documents were collected and grouped by similar concepts into seven steps of the baseline process of the partnership in schools: 1) the school must know itself and participate with the School Board Committee for developing schools; 2) The school makes a plan by applying the result of the school analysis; 3) The school knows the partnership and analysis; 4) The school cooperates with partnership; 5) The school sets the meeting and planning with the partnership; 6) The school implements and 7) The school reports back to the partnership.

2. The guidelines of efficient partnership process development for schools

The result of this stage is the guideline of efficient partnership process for schools. The guideline consisted of the definition of term, the categories, the process, models that is aligned with the main idea of the result of the objective 1 and the success condition. These partnership process models were obtained from the information and the critiques from the experts through the focus group and the connoisseurship. The

following models were proposed: **Model 1** School directly coordinated with the partners (Proactive); **Model 2** School implemented through the liaison of the organization which can seek for the partners. (Passive) and **Model 3** School can implement as Proactive and Passive way.

3. The development innovation of the partnership process in the Effective Sub District Schools

The manual of partnership process in schools was a result of this research. It contained the three models of partnership process and the guidelines of efficient partnership process development for schools. These models were accepted from schools through the experiment and questionnaires. Results showed that schools probably applied the models into the administration process. Hence, this manual became the development innovation the Effective Sub District School through the partnership process.

Discussion

This research can discuss in to 3 parts following the objectives: 1) the baseline process of the partnership in schools, 2) the guidelines of efficient partnership process development for schools and 3) the development innovation of the partnership process in the Effective Sub District School as follows:-

1. The baseline process of the partnership in schools

The research reveals there were seven processes of partnership to implement in schools. From the above processes, it shows that all processes for implementing the are similar in Thailand and other countries. All of the components from the experts and the documentary analysis for running the partnership are relevant. It can be summed into seven steps. These steps can answer the first research question of this research. They are relevant to the 6 steps of Nuffield Institute for Health principles: to recognize and accept the need for partnership, to develop clarity and realism of purpose, to ensure commitment and ownership, to develop and maintain trust, to create robust and clear partnership working arrangement and to monitor measure and learn. In addition, Geddes proposed the compatible stages of partnership process into 7 stages:

initial concept, initial refinement process, identification of partnership champions and interim structure, development of a partnership strategy and formalization, implementation of partnership, delivery and consequential action. Moreover, the above mentioned step follows the concept of the Quality cycle from Deming because the seven steps can be grouped in four main parts of the Quality Cycle as follows:-

- PLAN will cover the first and second steps of partnership process in this research because the first two steps must start at the school which will run the partnership process is. The schools must know its current situation inside and outside schools order to set the plan that will serve the schools' need.

- DO will take over on the third steps of partnership process in this research because these steps will work out and seek for the partner after schools know and analyze the organization which can respond to their needs.

- CHECK is equal the fourth and fifth steps because when schools analyze the organization that they need, they start to contact, communicate, coordinate and cooperate with that organization. Then, they plan together. During this stage, they can check whether the cooperation with the organization will work well or not. If it shows sign that it is impossible, the schools can leave and find new organization.

- ACT will relate to the sixth steps because it is the implementation time following what they plan.

Even though all steps will relate to the quality cycle, the only one step that can not be missed is the seventh step, known as “feedback” It will be good to let all organizations concerned know what is going on in the project. It also reflects to the plan and the action later on.

2. The guidelines of efficient partnership process development for schools

Three models of partnership and the basic components of the guideline were found in this stage. Because of the result of the stage 1, the researcher must develop all information from the document and the interview in a concrete and easy way to implement and add the support factors such as the definition of term, the categories, the process, etc in order to run these models efficiently.

From the three proposed models of partnership process, all steps were adjusted in the way of implementation by following the school content and supported the school success through the internal and external components which made the partnership process models run successfully such as the school administrators, community, the school strategic plans, the vision and mission, management system, and others. Similarly, Wildridge et al and the Department of Education, Employment and Workplace Relations identified what makes partnership successful and sustainable: environment, membership, process and structure, communication, purpose, participation, the role recognition, collaboration and resource. In accordance with a five-factor theory of effective school, Sadker and Zittleman said that effective schools highly implemented all activities successfully. There are strong leadership, a clear school mission, a safe and orderly climate, monitoring student progress and high expectation. Similarly, Ruenthong stated that the effective schools must have an administrative effectiveness including 8 components: the learning organization, the professional of administrator and teachers, accountability, stimulating and secure learning environment, share vision and goal, focus on teaching and learning, purposeful teaching and high expectation of all learners. They were components of the whole school approach which develops every part in both the internal and external of school and make schools successful and effective.

In addition, the school directors must have leadership skill in order to promote themselves and their staff to develop in the professional ways as well as the styles of serving and responding to subordinates in different ways. Hersey and Blanchard proposed the styles of the successful leaders to adjust in the different kinds of followers in the organization. In addition, school administrators must understand the learning styles of their subordinates and support them. As Collins mentioned, school directors must professionally develop themselves in term of administration. He proposed the level 5 leaders: highly capable individual, contributing team member, competent manager, effective leader and executive. In contrast, the school directors should be extrovert and conceptualized people like the servant leadership concept of Greenleaf in order to encourage the subordinates to perform and develop themselves and become good leaders in the future. As Kolb and Knowles argued, all subordinates are different so the learning process should not be the same depending on experiences and decision making in the learning process.

There were representatives from the community in the School Board Committee in order to jointly think and determine the direction of schools and the expectation for success. It made schools do a plan which respond the needs of schools and the community; therefore, the schools must set a clear plan, vision and mission. It also should have a shared vision among all stakeholders and staffs in order to go forward with the goal. Moreover, the schools must be a learning organization because it gives an opportunity for everyone to work, to decide and to think altogether so as to encourage schools to be efficient. Likewise, Senge stated that learning organization covered a concept from individual to group development. He proposed five disciplines for identifying the learning organization: system thinking, personal mastery, mental models, shared vision and team learning. These disciplines accumulated the concept of development from individual like personal mastery to the group like team learning.

Baldrige National Quality Program proposed the award which had criteria for performance excellence for the education area. The criteria were embodied in 7 categories: leadership, strategic planning, customer focus, measurement, analysis and knowledge management, workforces, process management and results. In addition, all categories under the framework of Baldrige Criteria for Performance Excellence follow the basic elements: the organizational profile, the system operations and the system foundation. The criteria cover the important components that encourage schools efficiency and effectiveness.

In terms of the outsider partnership, the organization which takes charge of the assistance of the school needs a clear proposal of the mission and action plan that schools want the organization to participate in. If both sides accept the plan of working together, it would bring a good start to run the partnership process in schools.

3. The development innovation of the partnership process in the Effective Sub District Schools

It indicated that the manual and models of the partnership process were the development innovation of the partnership process through the analysis of school operation in order to find the feasibility of implementing the partnership models. After the researcher checked the feasibility of implementation by using questionnaires, all people in schools agreed that these manual and models of partnership process probably

operated in schools. But if the researcher matched a pair to see the agreement, the vice director would think differently from the others. The manual and models were generated by gathering basic knowledge of the actual experiences from specialists, so they seemingly assist schools to look for the network in society. In addition, these manual and models were a mechanism that can provide enhanced expertise, resources and response to needs for all organizations in the changing society. Likewise, the changing society sets out 4 ways of change. Now, we are the beginning of the fourth way which represents inspiration and innovation as well as responsibility and sustainability. The concept of partnership, which covers the public and private sectors, the parent involvement, is still accepted in this way. There are six pillars of purpose and partnership: an inspiring and inclusive vision, strong public engagement; achievement through investment, corporate educational responsibility, students as partners in change and mindful learning and teaching. Even though the models of this research are related to the education area, they could apply into various areas in the society.

Recommendation

From the result of this research, the manual of the Partnership Process models in the Effective Sub District School was proposed. In order to continuously develop these models, the researcher would like to give some recommendation as follow:-

Recommendations for proposed policy

1. It should apply the manual of partnership process models into various types of schools under the jurisdiction of the Office of the Basic Education Commission
2. It should support the internal components such as school directors, teachers, administration system, learning resources, etc through the on-the-job training process in order to encourage schools become efficiently
3. It should facilitate and coordinate the external components such as rewarding for the partnership organization.
4. It should address the responsible sectors at the central office in order to assist and coordinate between schools, the educational service areas and partnership
5. It should do the data base of the partnership.

Recommendations for further study

1. A synthesis of the Best Practices of the partnership process implementation.
2. The Development of the World Class Standard School through the Partnership Process in Thailand

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Appendix

Appendix I
Requesting Letter for interview



ที่ ศธ 0520.203.2/79

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

28 มีนาคม 2554

เรื่อง ขอสัมภาษณ์งานวิจัยเรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย”

เรียน ดร.ศิริวรรณ อัจศรี

สิ่งที่ส่งมาด้วย ประเด็นในสัมภาษณ์ จำนวน 1 ชุด

ด้วยนางมัลลวีร์ รอดชโพล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญาตรี สาขาการศึกษาศาสตร์ สาขาการบริหารการศึกษา ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย”

ในการนี้ ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอความอนุเคราะห์ให้นางมัลลวีร์ รอดชโพล สัมภาษณ์เกี่ยวกับการพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย เพื่อนำไปประกอบการพัฒนางานวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อผู้เชี่ยวชาญในการสัมภาษณ์

1. ดร.ปิยะบุตร ชลวิจารณ์
อดีตรัฐมนตรีช่วยว่าการกระทรวงศึกษาธิการ
2. ดร.ชัยพฤกษ์ เสรีรักษ์
เลขาธิการคณะกรรมการการอาชีวศึกษา
3. ดร. รังสรรค์ วิบูลอุปถัมภ์
หัวหน้าฝ่ายการศึกษา องค์การยูนิเซฟ ประเทศไทย
4. นางปิยาภา สุอังคะวาทีน
นักวิทยาศาสตร์
องค์การรัฐมนตรีศึกษาแห่งเอเชียตะวันออกเฉียงใต้ (ซีมีโอ)
5. Mr. Greg Cairnduff
ผู้อำนวยการ Australian International school of Bangkok
6. ดร.ศิริวรรณ อัจศรี
ผู้อำนวยการโรงเรียนภูเขียว จังหวัดชัยภูมิ
7. นายมนต์ชัย ปาณธูป
ผู้อำนวยการโรงเรียนอุตรดิตถ์ตรุณี

(Translation)



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Moe 0520.203.2/79

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

28 March 2011

Dear Dr. Siriwan Artsri,

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D. candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” She would like to request assistance from you to interview relating the baseline process of the partnership program. Enclosed herewith please find the interview issues and summary of her research.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Prasert Intarak

(Assistant Professor Dr. Prasert Intarak)
Head of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of Experts for Interviewing

1. Dr. Piyabutr Cholvijarn
Former Vice Minister of Education, Thailand
2. Dr. Chaipreuk Sereerak
Secretary General of Vocational Education Commission
3. Dr. Rangsun Wiboon Uppatham
Chief of Education Section, Unicef (Thailand)
4. Ms. Piyapa Su-angavatin
External Relations Officer,
The Southeast Asian Ministers of Education Organization (SEAMEO)
5. Mr. Greg Cairnduff
School Director of Australian International school of Bangkok
6. Dr. Siriwan Artsri
Director of PhuKheao School, Chaiyaphum
7. Mr. Monchai Pannathoop
Director of Uttraditdarunee School, Uttradit

Appendix II
Requesting Letter for focus group



ที่ ศธ 0520.203.2/186

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

22 เมษายน 2554

เรื่อง ขอเชิญเข้าร่วมการสนทนากลุ่ม (Focus Group)

เรียน นายพิทักษ์ โสตถยาคม

สิ่งที่ส่งมาด้วย ประเด็นการสนทนากลุ่ม จำนวน 1 ชุด

ด้วยนางมัลลวีร์ รอสโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญา
ดุขฎิบัณฑิต สาขาการบริหารการศึกษา ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัย
ศิลปากร ได้รับอนุมัติให้ทำดุขฎิพนธ์เรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคี
เครือข่ายในประเทศไทย”

ในการนี้ ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอเชิญ
ท่าน เข้าร่วมการสนทนากลุ่ม (Focus Group) หัวข้อเรื่อง “รูปแบบและแนวทางการพัฒนาโรงเรียนผ่าน
กระบวนการภาคีเครือข่ายที่มีประสิทธิภาพ” ในวันอังคารที่ 10 พฤษภาคม 2554 ณ ห้องประชุมตะเกา
แก้ว โรงแรมริเวอร์ไซด์ กรุงเทพมหานคร ระหว่างเวลา 13.30 – 15.30 น. เพื่อนำไปประกอบการ
พัฒนางานวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อผู้เข้าการสนทนากลุ่ม (Focus Group)

1. ดร.ดรุณี จำปาทอง
ผู้จัดการโครงการโรงเรียนดีประจำตำบล สำนักงานนโยบายและแผนการจัดการศึกษาขั้นพื้นฐาน
2. นายพงษ์ศักดิ์ ธีระวรรณสาร
ผู้อำนวยการโรงเรียนมหาภาพระจาดทองอุปลัมภ์ จังหวัดสมุทรปราการ
3. นาย ขวัญชัย พุ่มโพธิ์
นายกเทศมนตรีตำบลด่านสำโรง จังหวัดสมุทรปราการ
4. นางสาวอทิชา เอนกสัมพันธ์
รองผู้อำนวยการโรงเรียนสองภาษาลาดพร้าว กรุงเทพมหานคร
5. นางสาวนัตตา เตือนสว่าง
นักวิเคราะห์นโยบายและแผน สำนักงานคณะกรรมการนโยบายรัฐวิสาหกิจ
6. นางสาวพิลาวรรณ อรุณเรื้อย
นักวิเคราะห์นโยบายและแผน สำนักงานคณะกรรมการนโยบายรัฐวิสาหกิจ
7. นางณพา จีวัน
เจ้าหน้าที่ฝ่ายการศึกษา องค์การยูนิเซฟ ประเทศไทย
8. นายพิทักษ์ โสตถยาคม
ผู้แทนโครงการวิจัยและพัฒนาเครือข่ายเชิงพื้นที่หนุนเสริมการพัฒนาการเรียนรู้อ
9. นางสาวเสาวณีย์ สุภรสุข
ศึกษานิเทศก์ รับผิดชอบงานภาคีเครือข่าย โครงการโรงเรียนในฝัน
10. นางสาวอัมพร หุตสิทธิ์
นักวิชาการศึกษา สำนักพัฒนานวัตกรรมการจัดการศึกษา

(Translation)

135



Moe 0520.203.2/186

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

22 April 2011

Dear Mr. Pitak Sottayakom,

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand.” She will organize the focus group, entitled “guideline of the efficient partnership process in schools” on Tuesday 10 May 2011 at Tapaokaew Room, Riverside hotel during 13.30 – 15.30 hours. The purpose of this activity is to develop the result into the above mentioned research. In this regard, the Educational Administration Department would like to invite you to participate in the mentioned meeting. Enclosed herewith please find the issues of focus group and the draft guideline of the efficient partnership process.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Prasert Intarak

(Assistant Professor Dr. Prasert Intarak)
Head of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of the experts in the Focus Group

1. Dr. Darunee Jumpatong
Project manager of the Effective Sub District School Project
2. Mr. Pongsak Theerawannasarn
Director of Mahappakkrachathong school, Samutpakarn
3. Mr. Kwanchai Poompho
Mayor of Dan Sum Rong Municipality, Samutpakarn
4. Ms. Athicha Aneksampan
Vice Director of Ladprao bilingual school, Bangkok
5. Ms. Nadda Duensawang
Policy and analyst, State Enterprise Policy Office, Ministry of Finance
6. Ms. Pilawan Aroonrue
Policy and analyst, State Enterprise Policy Office, Ministry of Finance
7. Ms. Napa Jeewan
Officer, the Education Section, Unicef (Thailand)
8. Mr. Pitak Sottayakom
Representative of Project of Local Learning Enrichment Network
9. Ms. Sawanee Subhornsuk
Supervisor (Partnership Program), Lab School Project
10. Ms. Amporn Huttasit
Educational Officer,
Bureau of Educational Innovation Development
Office of the Basic Education Commission

Appendix III
Requesting Letter for Connoisseurs



ที่ ศธ 0520.203.2/235

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

25 พฤษภาคม 2554

เรื่อง ขอบความอนุเคราะห์พิจารณาคู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคีเครือข่ายที่มี
ประสิทธิภาพ

เรียน นางกาญจนา หงสยาภรณ์

สิ่งที่ส่งมาด้วย คู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคีเครือข่ายที่มีประสิทธิภาพ
จำนวน 1 ชุด

ด้วยนางมัลลวีร์ รอชโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญาตรีบัณฑิต สาขา
การบริหารการศึกษา ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ได้รับอนุมัติให้
ทำวิทยานิพนธ์เรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย”

ในกรณีนี้ ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอความ
อนุเคราะห์ ท่าน ในฐานะผู้ทรงคุณวุฒิ พิจารณาคู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคี
เครือข่ายที่มีประสิทธิภาพ เพื่อนำไปประกอบการพัฒนางานวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อผู้เชี่ยวชาญ (Connoisseur)

1. นายโกศล ปราคำ
ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเชียงใหม่ เขต 1
2. นายเชียร ศรีเรือง
ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษากระบี่
3. นางกาญจนา หงสยาภรณ์
รองผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุทัยธานี เขต 1
4. ว่าที่ร.ต.พูนศักดิ์ พระรัตภูมิ
รองผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษาอุดรธานี เขต 2
5. นางกมนพรรณ ทิพย์ไกรสรโชติ
ผู้อำนวยการโรงเรียนชลบุรี"สุขบท" จังหวัดชลบุรี
6. นายฉลอง อำพันเรือง
ผู้อำนวยการโรงเรียนชุมชนวัดปราสาท จังหวัดอ่างทอง
7. นางสาวศร คล้ายแท้
ผู้อำนวยการโรงเรียนพยุหะศึกษาคาร จังหวัดนครสวรรค์
8. นางอัจฉราพร เหมาคม
ผู้เชี่ยวชาญ สำนักงานคณะกรรมการนโยบายรัฐวิสาหกิจ กระทรวงการคลัง
9. นางสาวบุญญาลักษณ์ พิมพา
ผู้จัดการโครงการโรงเรียนในฝัน
10. นางจรรยา เรืองมาลัย
ศึกษานิเทศก์ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาานครสวรรค์ เขต 1

(Translation)

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Moe 0520.203.2/235

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

25 May 2011

Dear Mrs. Kanchana Hongsayaporn,

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silpakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” She would like to request assistance from you as the specialist of the partnership program to consider the manual and guideline of the efficient partnership process for school development. Enclosed herewith please find the manual and guideline of the efficient partnership process.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Prasert Intarak

(Assistant Professor Dr. Prasert Intarak)
Head of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of Connoisseurs

1. Mr. Kosol Prakham
Director of Chiangmai Primary Educational Service Area Office 1
2. Mr. Chein Srireung
Director of Krabi Primary Educational Service Area Office
3. Mrs. Kanchana Hongsayaporn
Vice Director of Uthaithani Primary Educational Service Area Office 1
4. Acting Sub Lt. Poonsak Praratabhumi
Vice Director of Udonthani Primary Educational Service Area Office 2
5. Ms. Amonpat Thipyakraisri
Director of Chonburi “Sukkhaboth” School, Chonburi
6. Mr. Chalong Umpanreung
Director of Chumchon Wat Prasart School, Angthong
7. Ms. Sakorn Klaitae
Director of Payuhasuksakarn School, Nakorn Sawan
8. Ms. Atcharaporn Maokhom
Expert, State Enterprise Policy Office, Ministry of Finance
9. Ms. Boonyalak Pimpa
Project Manager of Lab School Project
10. Ms. Janya Reungmalai
Supervisor, Nakorn Sawan Primary Educational Service Area Office 1

Appendix IV

Requesting Letter for checking the manual



ที่ ศธ 0520.203.2/325

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

25 พฤษภาคม 2554

เรื่อง ขอความอนุเคราะห์พิจารณาคู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคีเครือข่ายที่มี
ประสิทธิภาพ

เรียน ดร.บุญทอง บุญทวี

สิ่งที่ส่งมาด้วย คู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคีเครือข่ายที่มีประสิทธิภาพ
จำนวน 1 ชุด

ด้วยนางมัลลวีร์ รอชโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญาโท สาขา
การบริหารการศึกษา ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ได้รับอนุมัติให้
ทำวิทยานิพนธ์เรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย”

ในการนี้ ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอความ
อนุเคราะห์ ท่าน ในฐานะผู้ทรงคุณวุฒิ พิจารณาคู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการภาคี
เครือข่ายที่มีประสิทธิภาพ เพื่อนำไปประกอบการพัฒนางานวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อผู้เชี่ยวชาญในการตรวจสอบคู่มือและแนวทางการพัฒนาโรงเรียนผ่านกระบวนการ
ภาคีเครือข่ายที่มีประสิทธิภาพ

1. ดร.บุญทอง บุญทวี
ผู้อำนวยการสถาบันคณิตศาสตร์
สำนักวิชาการและมาตรฐานการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
2. ดร.สมพร สามทองกล้า
นักวิชาการศึกษา สำนักพัฒนานวัตกรรมการจัดการศึกษา
3. ดร.ชนาธิป ทั้ยแป
นักวิชาการศึกษา
สำนักทดสอบทางการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
4. ดร.สำเร็จ กุจิรพันธ์
ผู้อำนวยการโรงเรียนอนุบาลนครปฐม จังหวัดนครปฐม
5. ดร.กมลาศน์ ศรประสิทธิ์
ผู้อำนวยการโรงเรียนวัดสองพี่น้อง จังหวัดสงขลา

(Translation)



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Moe 0520.203.2/325

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

20 June 2011

Dear Dr.Boonthong Boontawee,

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” She would like to request assistance from you to check the manual and guideline of the efficient partnership process for school development. Enclosed herewith please find the manual and guideline of the efficient partnership process.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Prasert Intarak

(Assistant Professor Dr. Prasert Intarak)
Head of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of Experts for checking the manual

1. Dr. Boonthong Boontawee
Director of Mathematics Institute
Bureau of Academic Affairs and Educational Standards
Office of the Basic Education Commission
2. Dr. Somporn Samthongklam
Educator
Bureau of Educational Innovation Development
Office of the Basic Education Commission
3. Dr. Chanatip Tuipae
Educator
Bureau of Educational Testing,
Office of the Basic Education Commission
4. Dr.Samrueng Kuchirapan
Director of Nakhon Pathom Kindergarten School, Nakohn Pathom
5. Dr.Kamalas Sornprasit
Director of Wat Sorng Pee Nong School, Songkhla

Appendix V

Requesting Letter for distributing the manual



ที่ ศธ 0520.107(นฐ)/ 4743

บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

5 กรกฎาคม 2554

เรื่อง ขอบความอนุเคราะห์ในการทดลอง

เรียน ผู้อำนวยการโรงเรียนเตรียมอุดมศึกษาน้อมเกล้า อุดรดิตถ์

ด้วยนางมัลลวีร์ รอดชโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญา
ดุขฎฐิบัณฑิต สาขาการบริหารการศึกษา ภาควิชาการบริหารการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
กำลังทำวิทยานิพนธ์เรื่อง “The Development of the Effective Sub District School through the
Partnership Process in Thailand (การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายใน
ประเทศไทย)” มีความประสงค์จะขอทดลองใช้คู่มือและแนวทางทางการพัฒนาโรงเรียนผ่านกระบวนการภาคี
เครือข่ายที่มีประสิทธิภาพ เป็นระยะเวลา 4 เดือนของโรงเรียนท่าน ในการนี้ บัณฑิตวิทยาลัย มหาวิทยาลัย
ศิลปากร จึงขอความอนุเคราะห์ท่านโปรดอนุญาตและแจ้งบุคลากรในโรงเรียนของท่านทราบ เพื่อขอความ
ร่วมมือในการทดลองให้แก่ักศึกษาดังกล่าวด้วยความเหมาะสม

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ไชยยศ ไพวิทยศิริธรรม)

รองคณบดีบัณฑิตวิทยาลัย ฝ่ายวิชาการและวิจัย

รักษาราชการแทน คณบดีบัณฑิตวิทยาลัย

สำนักงานบัณฑิตวิทยาลัย

นครปฐม โทร 0 3421 8788

(Translation)

149

MoE 0520.107(np)/ 4743



Graduate School,
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

5 July 2011

Dear Director of Triamudomsuksa Nomklao Uttaradit school

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” In this regard, the Graduate school, Silpakorn University would like to request assistance from you to experiment this manual and guideline of the efficient partnership process for school development for a semester. Enclosed herewith please find the manual and guideline of the efficient partnership process.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Chaiyos Paivitthayasiritham

(Assistant Professor Dr.Chaiyos Paivitthayasiritham)
Vice Dean of the Graduate School,
Academic Affairs and Research.
Acting Dean of the Graduate School.

Office of Graduate School.
Nakhon Pathom
Tel. 66-3421- 8788.

Appendix VI

Requesting Letter for checking the questionnaires



ที่ ศธ 0520.203.2/691

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

21 กันยายน 2554

เรื่อง ขอบความอนุเคราะห์ตรวจเครื่องมือวิจัย

เรียน ดร.พรศักดิ์ สุจริตรักษ์

สิ่งที่ส่งมาด้วย แบบสอบถาม จำนวน 1 ฉบับ

ด้วยนางมัลลวีร์ รอชโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญาตรีบัณฑิต สาขา
การบริหารการศึกษา ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ได้รับอนุมัติให้
ทำวิทยานิพนธ์เรื่อง “การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายในประเทศไทย”

ในการนี้ ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอบความ
อนุเคราะห์จาก ท่าน ตรวจสอบความตรงของเครื่องมือเพื่อการวิจัยที่แนบมาพร้อมหนังสือฉบับนี้

จึงเรียนมาเพื่อโปรดพิจารณา ภาควิชาการบริหารการศึกษาขอขอบคุณในการอนุเคราะห์ของ
ท่านมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อผู้เชี่ยวชาญในการตรวจสอบเครื่องมือวิจัย

1. ดร.บุญทอง บุญทวี
ผู้อำนวยการสถาบันคณิตศาสตร์
สำนักวิชาการและมาตรฐานการศึกษา สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
2. ดร.สมพร สามทองกล้า
นักวิชาการศึกษา สำนักพัฒนานวัตกรรมการจัดการศึกษา
3. ดร.จรัสศรี เพ็ชรคง
รองผู้อำนวยการฝ่ายวิชาการ
วิทยาลัยพยาบาลบรมราชชนนี จักรีนรัช จังหวัดราชบุรี
4. ดร.พรศักดิ์ สุจริตรักษ์
อาจารย์ มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง จังหวัดราชบุรี
5. ดร.กมลาศน์ ศรประสิทธิ์
ผู้อำนวยการโรงเรียนวัดสองพี่น้อง จังหวัดสงขลา

(Translation)

153



Moe 0520.203.2/691

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

21 September 2011

Dear Dr.Pornsak Sujaritrak

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” She would like to request assistance from you to check the research instrutment. Enclosed herewith please find the dissertation questionnaires.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Prasert Intrarak

(Assistant Professor Dr. Prasert Intarak)
Head of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of Experts for checking the questionnaire

1. Dr. Boonthong Boontawee
Director of Mathematics Institute
Bureau of Academic Affairs and Educational Standards
Office of the Basic Education Commission
2. Dr. Somporn Samthongklam
Educator, Bureau of Educational Innovation Development
Office of the Basic Education Commission
3. Dr. Jaratsri Petchkong
Vice Director of Academic Affairs
Boromarajonani College of Nursing Chakriraj, Ratchaburi
4. Dr. Pornsak Sucharitrak
Teacher
Muban Chombueng Rajabhat University, Ratchaburi
5. Dr. Kamalas Sornprasit
Director of Wat Sorng Pee Nong School, Songkhla

Appendix VII

Requesting Letter for trying out the questionnaires



ที่ ศธ 0520.203.2/862

ภาควิชาการบริหารการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

14 พฤศจิกายน 2554

เรื่อง ขอบความอนุเคราะห์การทดลองแบบสอบถาม

เรียน ผู้อำนวยการโรงเรียนวัดศาลาตึกสิทธิชัยวิศาล

ด้วยนางมัลลวีร์ รอชโพล รหัสนักศึกษา52252911 นักศึกษาระดับปริญญาตรีบัณฑิต
สาขาการบริหารการศึกษา ภาควิชาการบริหารการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร กำลัง
ทำวิทยานิพนธ์เรื่อง “The Development of the Effective Sub District School through the
Partnership Process in Thailand (การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่าย
ในประเทศไทย)” มีความประสงค์จะขอทดลองแบบสอบถามจากบุคลากรในโรงเรียนของท่าน
ประกอบด้วย ผู้บริหาร จำนวน 1 ท่าน และครูผู้สอน จำนวน 2 ท่าน รวมเป็น 3 ท่าน ในการนี้
ภาควิชาการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศิลปากร ขอความอนุเคราะห์จากท่าน
แจ้งผู้บริหารและครูในโรงเรียนของท่านทราบและขอความร่วมมือในการทดลองตอบแบบสอบถามให้แก่
นักศึกษาดังกล่าวด้วยความเหมาะสม

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ประเสริฐ อินทร์รักษ์)

หัวหน้าภาควิชาการบริหารการศึกษา

งานธุรการ

โทรศัพท์ / โทรสาร 0-3421-9136

โทรศัพท์มือถือ 083-1692831

รายชื่อโรงเรียนในการทดลองแบบสอบถาม
 ของงานวิจัยเรื่อง “The Development of the Effective Sub District School through the
 Partnership Process in Thailand”

1. โรงเรียนอนุบาลนครปฐม	อำเภอเมือง	จังหวัดนครปฐม
2. โรงเรียนวัดหุบรัก	อำเภอเมือง	จังหวัดนครปฐม
3. โรงเรียนวัดตาก้อง	อำเภอเมือง	จังหวัดนครปฐม
4. โรงเรียนวัดวังตะกู	อำเภอเมือง	จังหวัดนครปฐม
5. โรงเรียนบ้านนาสร้าง	อำเภอเมือง	จังหวัดนครปฐม
6. โรงเรียนบ้านหนองกะโดน	อำเภอเมือง	จังหวัดนครปฐม
7. โรงเรียนศาลาติ๊กวิทยา	อำเภอกำแพงแสน	จังหวัดนครปฐม
8. โรงเรียนวัดศาลาติ๊กสิทธิชัยวิศาล	อำเภอกำแพงแสน	จังหวัดนครปฐม
9. โรงเรียนวัดสามง่าม(คงทองอนุสรณ์)อำเภอดอนตูม		จังหวัดนครปฐม
10. โรงเรียนวัดกงลาด	อำเภอดอนตูม	จังหวัดนครปฐม

(Translation)

158



Moe 0520.203.2/826

Educational Administration Department
Faculty of Education
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

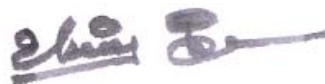
14 November 2011

Dear Director of Wat Salateuksittichaiwisarn School

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silapakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” She would like to request assistance from you to try out her questionnaires with your personnel consisting of one administrator and two teachers. Enclosed herewith please find the questionnaires of this dissertation.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,



(Assistant Professor Dr. Prasert Inrak)
Chief of Educational Administration Department

Office of Educational Administration Department
Tel. 0-3421-9136, 083-1692831

List of schools for trying out the questionnaires

1. Nakhon Pathom Kindergarten School
Muang District, Nakhon Pathom
2. Wat Hub Rak School
Muang District, Nakhon Pathom
3. Wat Ta Kong School
Muang District, Nakhon Pathom
4. Wat Wang Ta Goo School
Muang District, Nakhon Pathom
5. Ban Na Sarng School
Muang District, Nakhon Pathom
6. Ban Nong Ka Don School
Muang District, Nakhon Pathom
7. Salatuek Wittaya School
Kamphaengsaen District, Nakhon Pathom
8. Wat Salatuek Sittichai Wisarn School
Kamphaengsaen District, Nakhon Pathom
9. Wat Sarm Ngam (Kongthong Anusorn) School
Don Toom District, Nakhon Pathom
10. Wat Gong Lat School
Don Toom District, Nakhon Pathom

Appendix VIII

Requesting Letter for distributing the questionnaires



ที่ ศธ 0520.107(นฐ)/394

บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
พระราชวังสนามจันทร์ นครปฐม 73000

10 มกราคม 2555

เรื่อง ขอบความอนุเคราะห์ในการเก็บรวบรวมข้อมูล

เรียน ผู้อำนวยการโรงเรียนบ้านย่านตาขาว

ด้วยนางมัลลวีร์ รอสโฟล รหัสนักศึกษา 52252911 นักศึกษาระดับปริญญา
ดุขฎฐิบัณฑิต สาขาการบริหารการศึกษา ภาควิชาการบริหารการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร
กำลังทำวิทยานิพนธ์เรื่อง “The Development of the Effective Sub District School through the
Partnership Process in Thailand (การพัฒนาโรงเรียนดีประจำตำบลผ่านกระบวนการภาคีเครือข่ายใน
ประเทศไทย)” มีความประสงค์จะขอเก็บรวบรวมข้อมูลจากบุคลากรในโรงเรียนของท่าน เพื่อประกอบการทำ
วิทยานิพนธ์ ในการนี้ บัณฑิตวิทยาลัย มหาวิทยาลัยศิลปากร จึงขอความอนุเคราะห์จากท่านโปรดแจ้ง
ผู้บริหารและครูในโรงเรียนของท่านทราบ เพื่อขอความร่วมมือในการตอบแบบสอบถามให้แก่ นักศึกษาดังกล่าว
ด้วยความเหมาะสม

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ จักเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. ไชยยศ ไพวิทย์ศิริธรรม)

รองคณบดีบัณฑิตวิทยาลัย ฝ่ายวิชาการและวิจัย

รักษาราชการแทน คณบดีบัณฑิตวิทยาลัย

สำนักงานบัณฑิตวิทยาลัย

นครปฐม โทร 0 3421 8788

(Translation)

ปณิธานของบัณฑิตวิทยาลัย “มุ่งส่งเสริม สนับสนุน เพื่อพัฒนาคุณภาพบัณฑิตศึกษา”



MoE 0520.107(np)/394

Graduate School,
Silpakorn University
Sanamchandra Palace,
Nakhon Pathom, 73000

10 January 2012

Dear Director of Ban Yan Ta Khao school

I am please to inform you that Mrs. Mullawee Rochefolle is a Ph.D candidate of the Department of Educational Administration at Faculty of Education under Silpakorn University at Sanamchandra Palace Campus in Nakhon Pathom province. She is working on her dissertation entitled “the Development of the Effective Sub District School through the Partnership Process in Thailand” In this regard, the Graduate school, Silpakorn University would like to request assistance from you to inform the admnistrator and teachers to answer the questionnaires.of this dissertation.

Your support and assistance should be highly appreciated. Thank you very much for your consideration.

Yours sincerely,

Chaiyos Paiviththayasiritham

(Assistant Professor Dr.Chaiyos Paiviththayasiritham)
Vice Dean of the Graduate School,
Academic Affairs and Research.
Acting Dean of the Graduate School

Office of Graduate School.
Nakhon Pathom
Tel. 66-3421- 8788.

Appendix IX
List of sampling schools

**List of Sampling schools
of The Development of Effective Sub District School through the Partnership
Process in Thailand”**

North

1. Uttaradit
 - 1) Triamudomsuksa Nomklao Uttradit School
 - 2) Chomchon Muang Pak Pang School
 - 3) Moo Ha Samakkee School
 - 4) Wang Kapee Pittayakom School
2. Chiangmai
 - 1) Chiang Dao Wittayakom school
 - 2) Ban Chiang Dao school
 - 3) Chao Mae Luang Upathum school
 - 4) Ban San Sai Kong Noi school
3. Phrae
 - 1) Wang Chin Wittaya school
 - 2) Chumchon Ban Mae Pak school
 - 3) Ban Nam Rin (Kururatrungsan) school
 - 4) Chumchon Ban Pong Pa Wai school
4. Nakhon Sawan
 - 1) Banphot Phisai Pittayakom school
 - 2) Wat Nong Ta Ngoon school
 - 3) Ban Ngew Bae school
 - 4) Ban Bung Lom school

North East

1. Surin
 - 1) Sikhonrapoomphisai school
 - 2) Ban Yang Thia school
 - 3) Muang Tee school
 - 4) Ban Jarapat school
2. Udonthani
 - 1) Ban Phue Pittayasan school
 - 2) Boriban Poommikheth school
 - 3) Ban Sang Kor school
 - 4) Chumphon Na Klang school
3. Sakonnakorn
 - 1) Khamtaklaratprachasongkro school
 - 2) Ban Dong Mor Thong school
 - 3) Ban Pok Noi school
 - 4) Ban In Plang school
4. Kalasin
 - 1) Muang Kalasin school
 - 2) Chumchon Nongsor Wittayakarn school
 - 3) Nongpaen Nonesung Nacheuk Ratbumrung school
 - 4) Ban Nongkung Yai school

Central and East

1. Sakaew
 - 1) Wang Nam Yen Wittayakom school
 - 2) Ban Prapleung school
 - 3) Ban Na Dee school
 - 4) Ban Klong Had school
2. Pathumthani
 - 1) Wat Khien Khet school
 - 2) Chumchon Prachathiphat Wittayakarn school
 - 3) Thunyasittisil school
 - 4) Wat Charoen Boon school
3. Trat
 - 1) Trat Trakarnkhun school
 - 2) Ban Klongprathoon school
 - 3) Ban Don Sung school
 - 4) Chumchon Wat Saen Tung school
4. Kanchanaburi
 - 1) Kanchananukror school
 - 2) Nongkhao Kowit Pittayakom school
 - 3) Chumchon Ban Ta Kradarn school
 - 4) Ban Kaeng Luang school

South

1. Suratthani
 - 1) Suratthani 2
 - 2) Ban Bang Yai school
 - 3) Ban Nam Cha school
 - 4) Ban Thon Ya Plong school
2. Satun
 - 1) Pimarn Pittayasan school
 - 2) Nikhom Pattana Phaktai 3
 - 3) Khuan Done Kindergarten school
 - 4) Ban Khuan school
3. Trang
 - 1) Ban Yan Ta Khao school
 - 2) Wat Nong Samarn school
 - 3) Wat Sai Ngarm school
 - 4) Wat Nong Ped school
4. Pattani
 - 1) Ban Khok Pho school
 - 2) Ban Khuan Langga school
 - 3) Ban Na Ket school
 - 4) Ban Na Pradoo school

Appendix X
Pamphlet of Partnership Process

A Pamphlet of Partnership process

The 21st Century is earmarked as the time of rapid change. Information and communication technology brings the world closer together in a borderless global community. Nevertheless, environment, energy sources, water resource and food security become more and more at risks with many warning signs of their gravest consequences. That is why people see the needs for the next generations to be better prepared for the current century. Although it is agreed that many countries need new approaches to solve the problems they are facing today, it is not known exactly what the 21st Century is going to be like. However, every country can find a better way to prepare their children for the future. Education is an important factor to handle with the above – mentioned problems. Hence, the access to education for all citizens must be an urgent issue that all parties should be required to play a role in joint operations or be partners with each other. Partnership process has operated for a long time but may have been forgotten in the range of changes. Thus, it is not hard to bring this concept to the development of local schools or develop their country to progress and meet with other countries internationally.

Definition

Partnership means an official relationship, networking with regulations in the shared aims. Or it refers to an unofficial relationship like the social relations which has an agreement and is intended only to specific issues.¹

Hence, Partnership process can be applied in to the school development. The important factors of school development are opportunity, quality and management which support the schools to be efficient and effective schools² the quality will show desirable property of students, teachers and all staff in schools. The school administrator is a person who must develop the quality of schools because it will affects to the satisfaction

¹ Office of the Basic Education Commission, Manual for building the network and support the learner competency (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 5-10.

² Office of the Basic Education Commission, Policy framework on Basic Education Development in Fiscal Year 2011 (Bangkok: Aksorn Thai Publishing, 2010): 11- 14.

of parents and other concerned in the community toward the country development. Therefore, schools must establish the relationship in community.

For the Effective Sub District School, the development concept should be as a school community which local government, community sectors and partner schools can strongly take part in the development of schools.³ Therefore, the partnership of the Effective Sub District School means an official or an unofficial relationship of schools with the agencies around schools towards the schools successful development and become the center of knowledge for the local people.

Levels of Partnership

Partnership can be divided in various levels depending on the specific purpose to meet different operational. It can be summarized as follows:-

1. Macro level is a network of cooperation between agencies and organizations with a specific purpose. Such organizations may be carried out at the same or different function, but they need to develop following the purposes such as schools and the Department of Health, schools and private organizations and agencies, NGO or private sector agencies, etc.

2. Micro level (The community) is collaboration at the local level. The purpose is to improve the prosperity of their local areas. Local agencies are parties in the collaboration and are sharing the same network.

This level is usually found in schools, many of which manage to be successful. Parties are often appointed to a network of government involvement and the role of education is involved.

3. Individual level is individual-level cooperation.⁴ This level is often the origin of the other networks at different levels.

In today's situation, the Partnership through the use of the communications network technology is increasingly common, like communication via the Network online (Internet), which is considered as a model of partnership.

³ Office of the Basic Education Commission, Effective Sub District School, 2nd ed. (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2011), 3-7.

⁴ Caroline Glendinning, "Partnerships between health and social service: developing a framework for evaluation," Policy Press 30 (January 2002) : 115-127.

Partnership Implementation

Currently, partnership shall be accepted and used as a tool for development activities regardless of the political, economic, and social networks, so the partnership can be a way of promoting their development and Thai education in accordance with the policies of the Office of the Basic Education Commission. The unit of management in the jurisdiction of this agency is school. This tool can make schools develop themselves to a full potential and achieve all sides such as academic, personnel, general administration, budget, quality and good relations between people such as students, teachers, school administrators or school board, etc., as well as the impact to the surrounding communities.

"How to get a partner" is a question that many agencies or school often seek for answers. Partnership found in schools at present is the school board committee consisting of representatives of community organizations such as religious, alumni, parents, local government and all sectors of the community members. The experts of each organization in community take part to set vision, mission and goals, to assist, to ensure, to give some suggestion and to develop education in schools. It will affect students and drive them to become potential and self-development people in the future. If schools are to operate in the pursuit of other network partners, the procedure for implementing with partners should have the corresponding stage. The goal is clear in order to achieve the most effective and in all sectors as "Win-win approach

Process of Partnership Implementation

Model 1 Partnership process between the schools and organizations.

It can be divided into 2 groups as below:-

- 1) Partnership process between schools and organizations that share the same objective and work under the same structure (ministry or NGO) or under a different one.

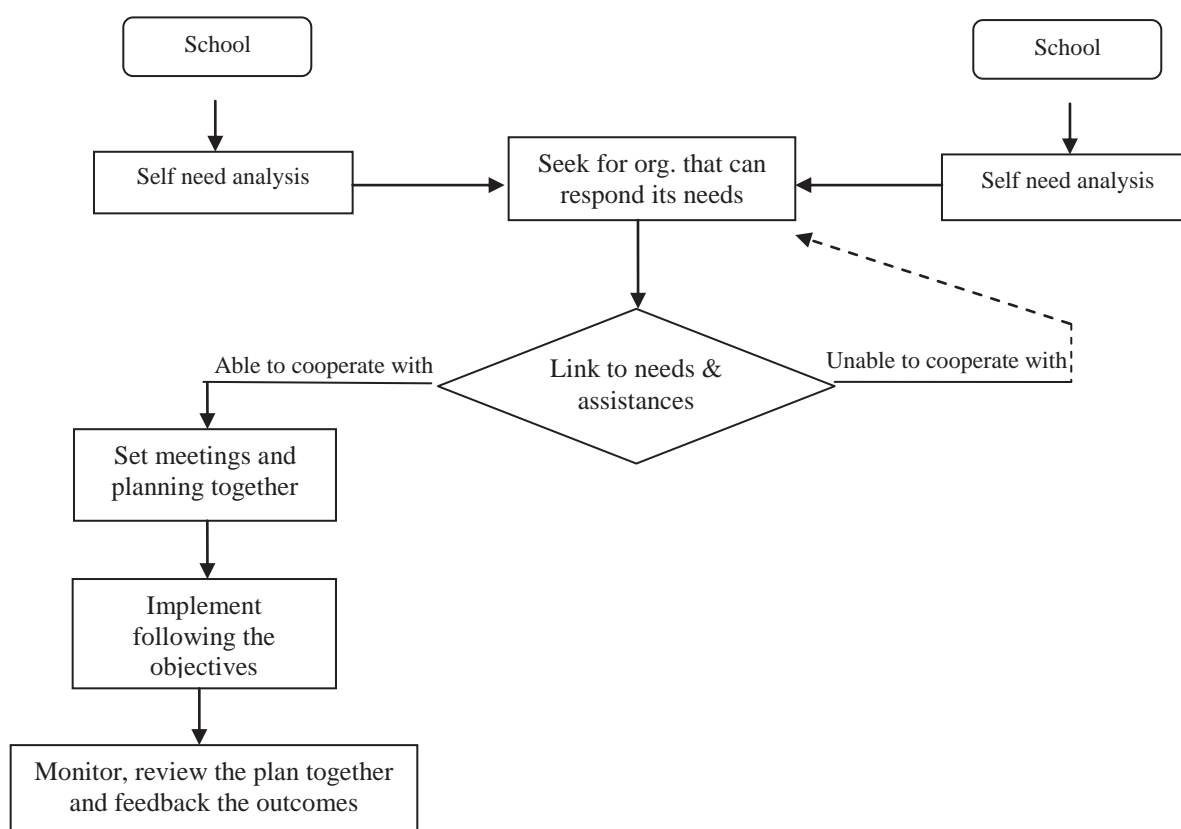


Figure 12 Partnership process between schools and organizations that share the same objective and work under the same structure or under a different one

This model shows the relationship among the organizations which share the same purpose and work in different departments such as the schools under the jurisdiction of the Ministry of Education and ministry of Interior. Because of the same scope of work, it is easier for school to know, find and analyze the other. This model starts from the school level by analyzing itself, seeking for other organizations, linking to their needs, considering the possibility of cooperation with each other, planning, implementing and monitoring and reviewing the plan, respectively.

2) Partnership process between schools and organizations that have different scope of work, but have a unified objective

This group shows the relationship with other types of organization, so the way to deal with must understand the concept and the regulations of each organization. It can be divided into 2 types:

2.1) Partnership process between schools and the public sector

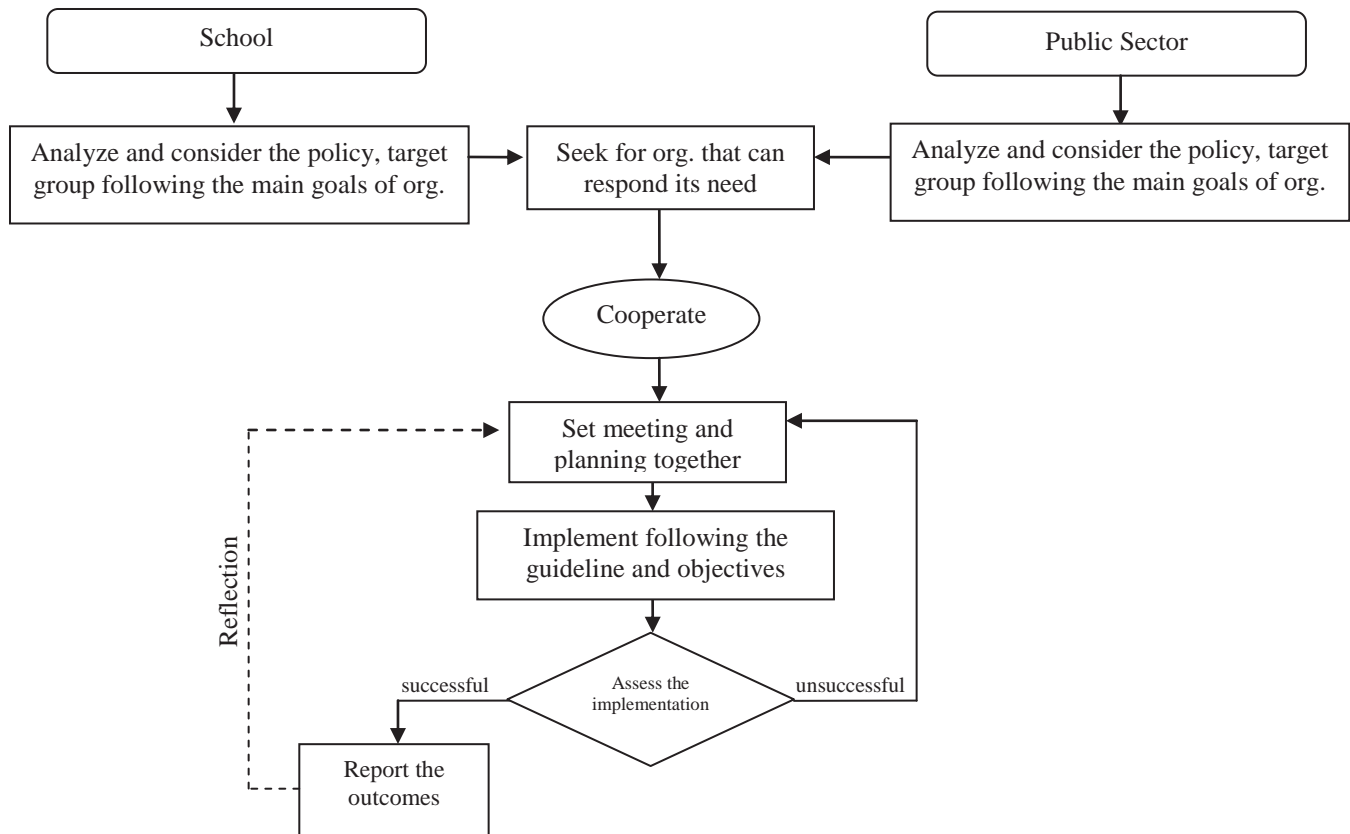


Figure 13 Partnership process between schools and the public sector

This sub model shows the cooperation between the schools and the public sector such as the Ministry of Public Health, Ministry of Social Development and Human Security, etc. These public sectors aim at developing the Education area and choose the schools to be a unit of development. From this model, each organization, school or public sector must analyze and consider the policy itself before seeking for other organizations. When they can meet the right organization, they decide to cooperate, plan and implement. For the last stage, the assessment is hold for evaluating the cooperation and considering whether the cooperative project is successful or not before report back to the planning stage.

2.2) Partnership process between schools and the Private sector

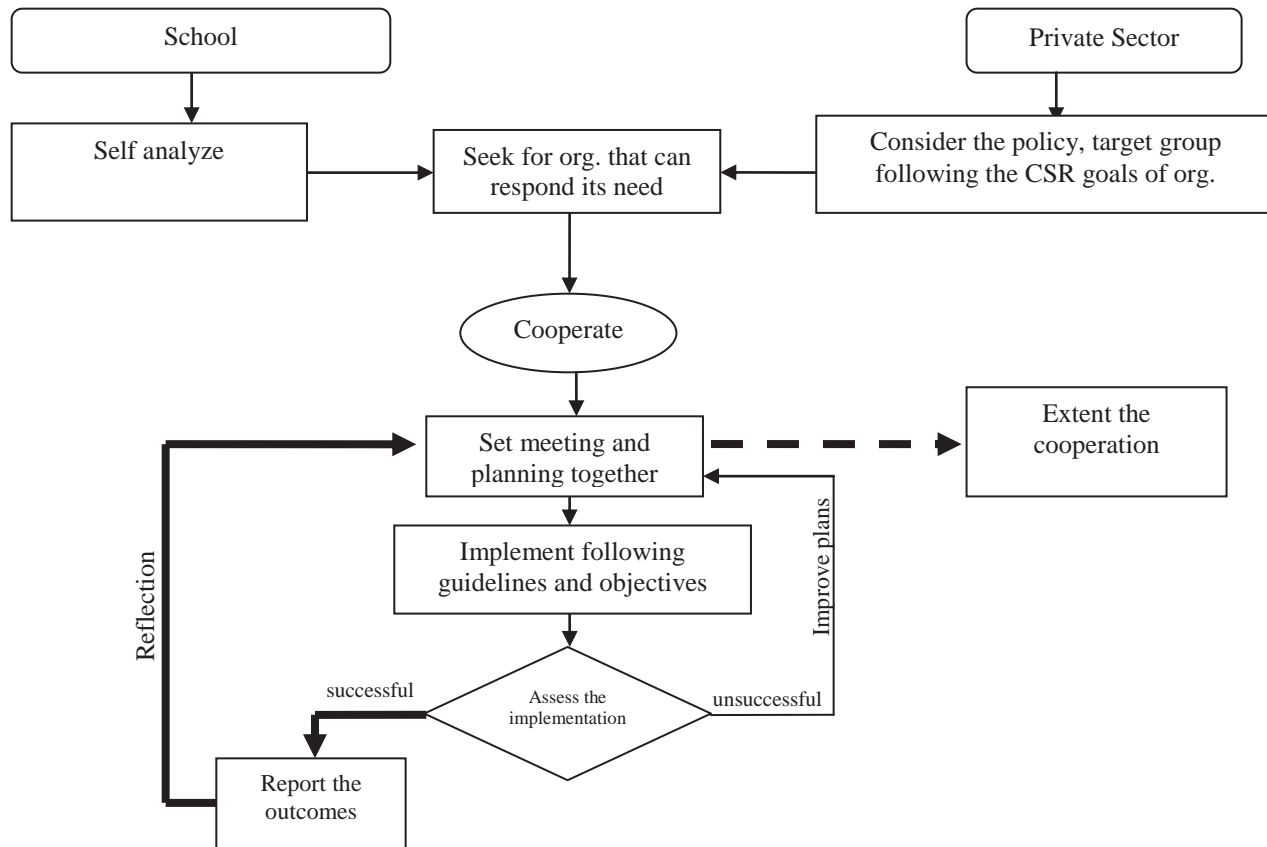


Figure 14 Partnership process between schools and the Private sector

This sub model shows the cooperation between the schools and the private sector. Nowadays, the concept of Corporate Social Responsibility (CSR) spreads in the business area. The goal of CSR is to embrace responsibility for the company's actions and encourage a positive impact through its activities on the environment, consumers, employees, communities, stakeholders and all other members of the public sphere who may also be considered as stakeholders. Thus, the private sectors must analyze and consider the policy before seeking for other organizations where it needs a response. When they can meet the right organization, they decide to cooperate, plan and implement. For the last stage, the assessment is hold for evaluating the cooperation and considering whether the cooperative project is successful or not before report back to the planning stage. If the reflection is good, it will extend to other peers.

Model 2 Partnership process with the NGO

This model is about cooperation with Non Government Organization (NGO). An NGO is any non-profit, voluntary citizens' group organized on a local, national or international level. This organization intends to participate and assist to solve the social problem, in particular the quality of life of the poverty people. In addition, NGO always had a specific purpose to cooperate with a precise area. Hence, if the schools need cooperating with this organization, they must

Analyze the goals of the NGOs where the schools need their assistance;
and do the need analysis in schools

Set the strategy and guideline of implementation with the partners

Coordinate with NGOs

Set the meeting with NGOs

Implement with NGOs

Report the outcomes to NGOs

As the figure below:-

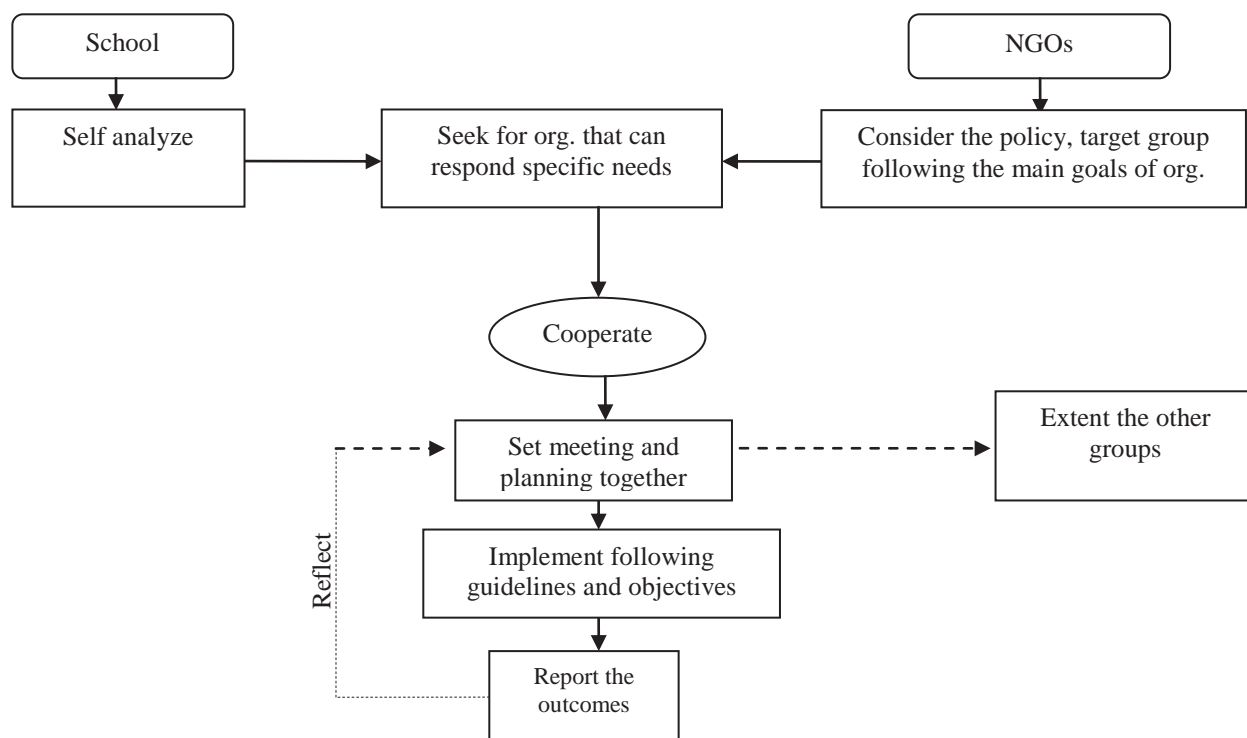


Figure 15 Partnership process between schools and the NGO

Model 3 Partnership process between the organization and the community

This model is between schools and community. They cooperated in every organization of the local area. In the current period, the community pays more a role in schools as the member of school board committee. They could share vision and plans with schools in order to develop students to be efficient future adults in the society. In the mean time, Provincial Administrative Organization (PAO) and Sub district Administrative Organization (SAO) take more roles to manage education in their areas. Hence, the schools must

Organize the meeting with every organization in the community in order to set the educational standards relating to the local needs

Set strategies and action plan of schools regarding the local needs and the policies

Coordinate and cooperate with the organization concerned

Implement partnership following the objectives

Hold the meeting with people concerned for reflection of implementation

As the figure below:-

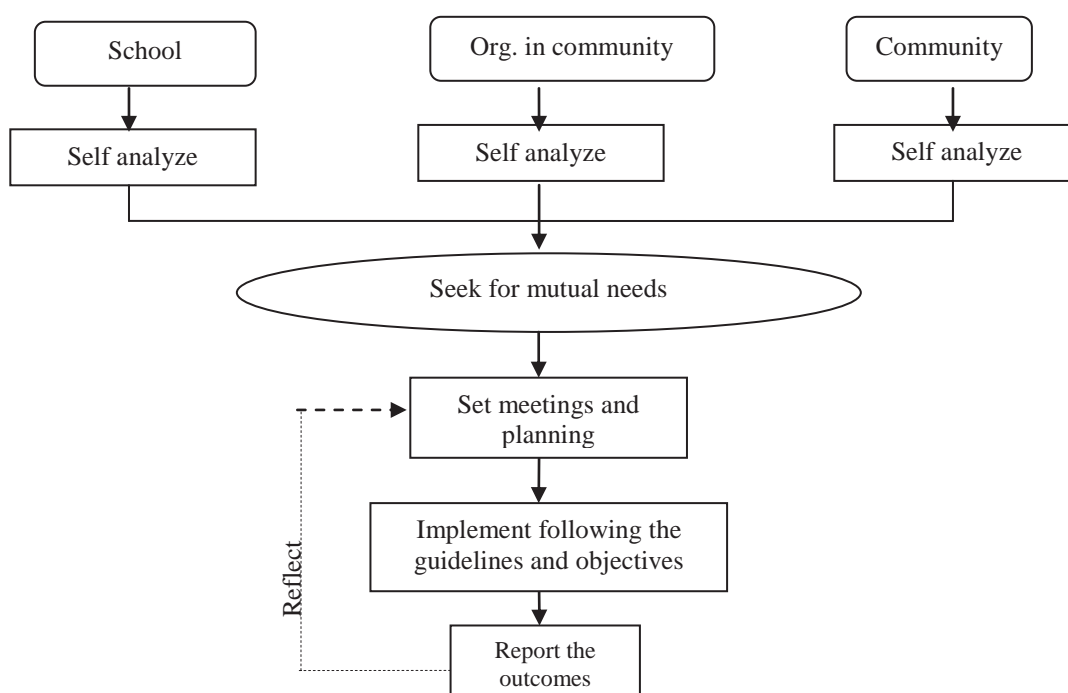


Figure 16 Partnership process between schools and the community

Appendix XI

Manual and Guideline of Efficient Partnership Process for School Development

Manual and Guideline of Efficient Partnership Process for School Development

The 21st Century is earmarked as the time of rapid change. Information and communication technology brings the world closer together in a borderless global community. Nevertheless, environment, energy sources, water resource and food security become more and more at risks with many warning signs of their gravest consequences. That is why people see the needs for the next generations to be better prepared for the current century. Although it is agreed that many countries need new approaches to solve the problems they are facing today, it is not known exactly what the 21st Century is going to be like. However, every country can find a better way to prepare their children for the future. Education is an important factor to handle with the above – mentioned problems. Hence, the access to education for all citizens must be an urgent issue that all parties should be required to play a role in joint operations or be partners with each other. Partnership process has operated for a long time but may have been forgotten in the range of changes. Thus, it is not hard to bring this concept to the development of local schools or develop their country to progress and meet with other countries internationally.

Definition

Partnership is made of "partner" with a suffix "-ship". The root "Partner" means a person or organization you are closely involved with in some way.¹ "-ship" is a suffix, which means all the people in a particular group.² Hence, the partnership is a relationship or cooperation of more than 2 units. The cooperation may start from person level to country level in order to attain the objectives that were set.

Partnership means an official relationship, networking with regulations in the shared aims. Or it refers to an unofficial relationship like the social relations which has an agreement and is intended only to specific issues.³

¹ Cambridge Advanced Learner's Dictionary., 3rd ed. (London : Cambridge University Press, 2008), 554.

² Longman dictionary of Contemporary English, 5th ed. (New York :Pearson Longman, 2009), 1031-1032.

³ Office of the Basic Education Commission, Manual for building the network and support the learner competency (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2010), 5-10.

Hence, Partnership process can be applied in to the school development. The important factors of school development are opportunity, quality and management which support the schools to be efficient and effective schools⁴ the quality will show desirable property of students, teachers and all staff in schools. The school administrator is a person who must develop the quality of schools because it will affects to the satisfaction of parents and other concerned in the community toward the country development. Therefore, schools must establish the relationship in community.

For the Effective Sub District School, the development concept should be as a school community which local government, community sectors and partner schools can strongly take part in the development of schools.⁵ Therefore, the partnership of the Effective Sub District School means an official or an unofficial relationship of schools with the agencies around schools towards the schools successful development and become the center of knowledge for the local people.

Types of Partnership

Partnership is collaboration between individuals, groups or organizations which have various roles to implement and assist others. It can be divided

⁴ Office of the Basic Education Commission, Policy framework on Basic Education Development in Fiscal Year 2011 (Bangkok: Aksorn Thai Publishing, 2010): 11- 14.

⁵ Office of the Basic Education Commission, Effective Sub District School, 2nd ed. (Bangkok: The Agricultural Co-operative Federation of Thailand Printing, 2011), 3-7.

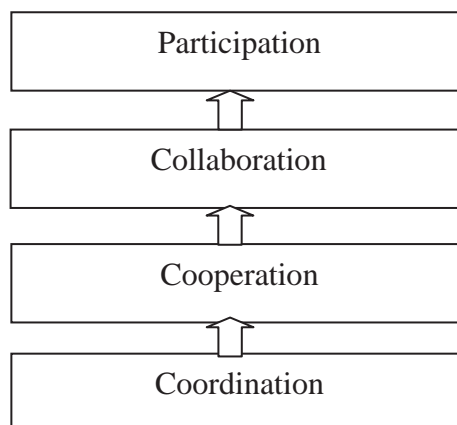


Figure 17 Types of cooperation

From figure 17, the lowest level of cooperation is the coordination. It is an official work or duty to perform in groups. In contrast, participation is the highest level of cooperation. Everyone in the organization voluntarily works so as to attain objectives together. These are the definition of term as below:-

1. Coordination means that many people working together in order to achieve the agreed objectives. It sets activities and assigns them to a person responsible to act.
2. Cooperation means a mutual assistance in order to achieve any goals following the purposes of the organizations. It should start from the “owner or host” of the activity and ask the others to join. It does not focus on the continuous learning and exchange among participants, but emphasizes on the needs of the owner. Cooperation is a voluntary help. Although the officers are directly responsible, they may do the same thing at the same time or at different times.
3. Collaboration refers to more than one person or organization working together and helping each other as a group. Also, they recognize that they are part of the existing structure of the organization as well as have an understanding of the purpose of working together to efficiently achieve common goals. The workers are happy to operate.
4. Participation refers to all members of the agency or organization coming together to perform as one. In operation, it should have the process which intended to provide learning continuously. It also has dynamic, or a motion to evolve consistently,

solutions, set a new plan together in order to build a sustainable relationship of the parties participating in the operation. Participation leads to better organization or network because the people who take part would be proud to be part of the administration. To listen to the opinions and practices for network development will engage the sense of ownership to the parties and drive force in the network.

Levels of Partnership

Partnership can be divided in various levels depending on the specific purpose to meet different operational. It can be summarized as follows:-

1. Macro level is a network of cooperation between agencies and organizations with a specific purpose. Such organizations may be carried out at the same or different function, but they need to develop following the purposes such as schools and the Department of Health, schools and private organizations and agencies, NGO or private sector agencies, etc.

2. Micro level (The community) is collaboration at the local level. The purpose is to improve the prosperity of their local areas. Local agencies are parties in the collaboration and are sharing the same network.

This level is usually found in schools, many of which manage to be successful. Parties are often appointed to a network of government involvement and the role of education is involved.

3. Individual level is individual-level cooperation.⁶ This level is often the origin of the other networks at different levels.

In today's situation, the Partnership through the use of the communications network technology is increasingly common, like communication via the Network online (Internet), which is considered as a model of partnership.

Partnership Implementation

Currently, partnership shall be accepted and used as a tool for development activities regardless of the political, economic, and social networks, so the partnership can be a way of promoting their development and Thai education in accordance with the policies of the Office of the Basic Education Commission. The unit of management in

⁶ Caroline Glendinning, "Partnerships between health and social service: developing a framework for evaluation," *Policy Press* 30 (January 2002) : 115-127.

the jurisdiction of this agency is school. This tool can make schools develop themselves to a full potential and achieve all sides such as academic, personnel, general administration, budget, quality and good relations between people such as students, teachers, school administrators or school board, etc., as well as the impact to the surrounding communities.

"How to get a partner" is a question that many agencies or school often seek for answers. Partnership found in schools at present is the school board committee consisting of representatives of community organizations such as religious, alumni, parents, local government and all sectors of the community members. The experts of each organization in community take part to set vision, mission and goals, to assist, to ensure, the give some suggestion and to develop education in schools. It will affect students and drive them to become potential and self-development people in the future. If schools are to operate in the pursuit of other network partners, the procedure for implementing with partners should have the corresponding stage. The goal is clear in order to achieve the most effective and in all sectors as "Win-win approach". The operational procedures should have the following operations as follows:-

Concept for implementing with the partnership successfully

A quality partnership process will be conducted along with theory and process of organization development, including the system theory, the Quality Cycle and the AIC (Appreciation-Influence-Control) in order to drive the partnership of organization towards success and more efficient as follows.

Systems theory

Systems theory is a theory which considers the organization as a system consisting of various elements all interrelated and dependent. All components work together in order to achieve goals. Components are divided into four parts. That is

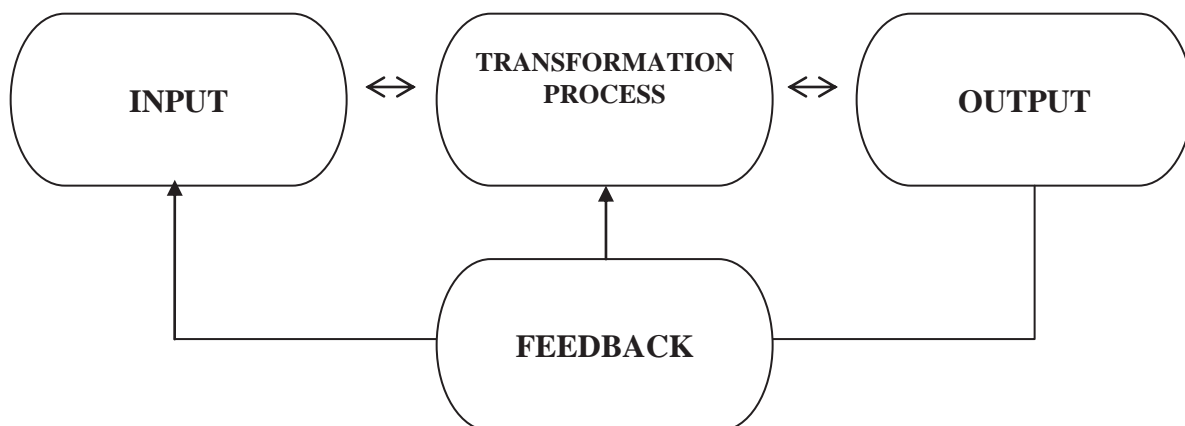


Figure 18 Components of System Theory

Input is the factors and elements that will lead to the implementation of the system. These include various conditions which are the requirements of the system itself. In the school development in terms of the partnership process, the imported feeders are personnel in schools, environments, mission, policies and action plan of schools.

Transformation Process refers to the methods or operations, as defined mission, vision or purpose that appears in the output of the system. The partnership process includes the partner seeking.

Output refers to the success of the operation in any effectiveness performances resulting from the partnership process such as schools support and joint operations with partner.

Feedback refers to the data showing the performance and status of the organization that monitors whether the objectives are attained or which part must improve. It helps the organizations to suitably improve the input and process⁷.

Quality Cycle

Quality cycle is a concept that further develop agencies or schools where have concept-oriented system, which makes it possible to carry out the partnership process continuously and of quality. The components of quality cycle are

⁷ Stephen P. Robbins and May Coulter, Management, 10th ed. (New Jersey: Prentice Hall Inc, 2008), 526-530.

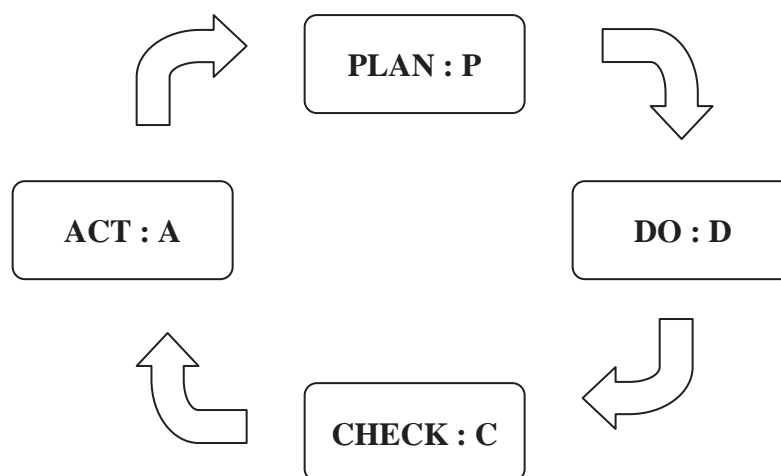


Figure 19 Quality Cycle

Plan is the framework of the problem or issue you would like to change. This includes the new development and the solutions arising from the operation, and considers whether it is necessary to use any information or factors to be used for improvement or changes. The data clearly indicate how it is collected. This will also need to analyze data collected from various sources in order to determine the option of modifying the above-mentioned improvement. In addition, this helps to recognize the actual situation in the present time and to determine the condition that needs to happen in the future by combining experience, knowledge and skills perfectly.

Do refers to an implementation for changing or improving following the alternatives set forth in the planning stage. It must be checked during the operation whether it was performed in a direction of intention or not. It also reports to people involved with because they might adjust and solve the problem. It should not leave until the last second to see the progress made because it may be a loss.

Check refers to the monitoring and evaluation of process in order to verify whether the goals or objectives can be met.

Act refers to a result happening after the checking stage. There are two cases. Either it occurs as planned or not. If this is the first case, the practices or processes should be provided as standard and find ways to improve them even further. In addition, it may use the data collected to analyze and consider new alternatives that

could be possible, and make an effort to become more efficient than ever such as asking the help from experts and changing the new target.⁸

AIC

Participation is the process of giving opportunity to person and representatives of various groups within the local community to participate and be responsible for directing the development and the future of the agency's activities including the development and sharing of benefits resulting from the success. This will allow all sectors to be involved. AIC - Appreciation, Influence and Control - is a self-organizing process and an approach to do collective planning and action that recognizes the complexity of communities and importance of power relationships. The components of AIC are

Appreciation

The function of appreciation is to connect us to that part of the whole power field that is outside our area of control or influence. We achieve this appreciation by opening our minds, by letting go of our attempts to influence and control. When we do we can fully utilize our intuitive and sensing capacities to perceive the full depth of realities and the full scope of possibilities that are latent in the power field created by our purpose. Successful appreciation helps us identify our ideal purposes, it gives ultimate meaning to our activities, and it provides the outer parameters or boundaries of trust and dissolves many issues of influence and control before they can even arise. Successful appreciation is assessed by such criterion as the legitimacy of the purposes being served.

Influence

The function of influence is to put all the parts of the whole in relationship to each other to build the best model of the past, present and future of the situation and the best strategies for achieving the purpose. Influence transforms the output of appreciation into relationship of value to each of the parts of the whole (stakeholders). Influence operates through a dynamic process of interchange that makes the best and worst possible outcomes evident to each part. Whereas appreciation stays open to all possibilities, influence is concerned with identifying the few variables, the few strategies that have the highest probability of achieving the purpose. Successful influence still

⁸ William E. Deming. Out of the Crisis. (Massachusetts : MIT Press, 2000), 18-28.

remains open to new appreciations but produces a satisfactory resolution of all the conflicting interests of the stakeholders. The ultimate criterion of successful influence is the effectiveness of the judgments made about the role and relationships between the stakeholders and the elements of the strategy or model of the whole employed.

Control

The function of control is to determine the form in which the purpose will be made manifest in the world. Whereas appreciation provides IN-formation, influence provides TRANS-formation and control provides FORM-ation. While appreciation is open to all possibilities and influence seeks the best probabilities, control must close options down to the one actuality that will be realized in a specific timeframe, with specific production parameters. Control takes the infinite subjective possibilities of appreciation and reduces them to the single objective, produced reality. Control provides the actual form of a solution. Whereas the role of the appreciative field is to create conditions that avoid or dissolve problems of influence and control, and the influence field reaches a satisfactory resolution between mutually incompatible interests, control is the only level that solves problems. We can only solve a problem when we have control of all the variables affecting its solution. The solution changes reality forever and creates the need for a re-appreciation of current realities. So the process begins again.

AIC is an organizing process which consists of:

1. Identifying the purpose to be served;
2. Framing the power-field around that purpose—those who have control, influence and appreciation relative to the purpose;
3. Selecting those with the most influence relative to the purpose (stakeholders) from the three circles and designing a process of interaction between them; and
4. Facilitating a self-organizing process which ensures that the stakeholders:
 - 4.1 Step back from the current problems to fully appreciate the realities and possibilities inherent in the whole situation;
 - 4.2 Examine the logical and strategic options as well as the subjective feelings and values involved in selecting strategies; and

4.3 Allow for free and informed choice of action by those responsible for implementing decisions.^{9,10}

From the above concepts, they can integrate perfectly in order to launch the partnership process by using the system theory as a main frame and putting the quality cycle and AIC process as driven factor of the partnership process as the figure below

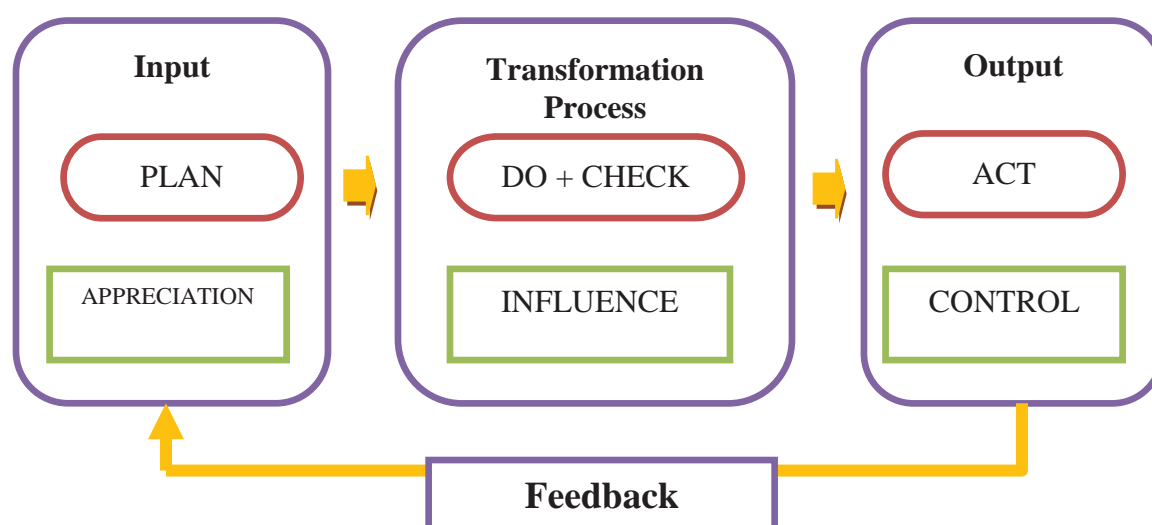


Figure 20 Concept Integration

Input refers to the acceptance of the current situation. Needs analysis is a necessary leading to the development planning agencies or schools to be more efficient.

Transformation Process refers to the implementation process along with checking whether the partnership process followed the planning stage or not. The results of the monitoring will be a guideline that determines the efficiency further.

Output refers to the bringing of results into action.

When the plan is terminated, the result of the implementation is important information to improve the input at the diagram above. This diagram will be the main idea to create the Process of Partnership Process Implementation.

⁹ William E. Smith. The Creative Power: Transforming Ourselves, Our Organizations, and Our World (New York : Routledge, 2009), 156-165.

¹⁰ Francis Lethem, Ben Thoolen and William E Smith, The Design of Organizations for Rural Development (World Bank: Staff Working Paper, 1980), 20-24.

Process of Partnership Implementation

School is a crucial organization for developing the human resources of the country to prosperity. Moreover, school is a legal entity¹¹ which can coordinate and mobilize resources to improve education in accordance with the law, governmental rules and regulations. Thus, the school development through the partnership process will be sustainable and successful, schools should follow the principles and operational guidelines as below:-

1. Set the committee for analyzing the school content. The need analysis or SWOT analysis was applied in this stage. The SWOT analysis means an analysis of the school situation at present in order to find the strength, weakness, opportunity and threat which may lead to problems in the future.

2. Do a long-term development plans which can reflect the school in the future. The result of analysis can be applied as a basic of planning, including the policy of the schools

3. Analyze and seek the organization which can respond to the school needs or support the school develop through the partnership process.

4. Seek and propose the draft of partnership process with the long-term development plan. As per the decentralization regulation, school has right to cooperate with other schools and other organization so as to develop itself¹² Schools can implement the process of seeking the partnership process in 3 ways as follows:-

4.1. School directly coordinates to the partner (Proactive)

The school has the potential and capacity to coordinate and work with the organization which responds to its needs

4.2. School implements through the liaison of the organization which can seek for the partners. (Passive)

¹¹ Office of the Permanent Secretary, Ministry of Education Administration Act B.E. 2546 [Online], accessed 20 June 2011. Available from <http://www.ed-law.moe.go.th>.

¹² Ministry of Education. Ministerial law of the rules and procedures decentralization of management and education B.E. 2554. [Online], accessed 30 May 2011. Available from <http://www.moe.go.th>.

The school needs to propose the draft of partnership process to the large organization. Or, school does not have enough potential to directly deal with that organization. Hence, school asks the organization which has a power to negotiate with the entity that can respond to the school needs.

4.3. School can implement as Proactive and Passive way

The school is potential to both directly coordinate with the organization they need and coordinate with the liaison of the organization seeking for the entity they need.

5. Set a meeting and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach. This step happens when the school is accepted and supported by the organization it needs

6. Implement following the planning and objectives set;

7. Monitor, report the result of implementation and reflect to the schools and the partners. School can review its plan with the partner if it found some obstacles during implementation.

Models of the Partnership Process Implementation

The Partnership process implementation has 7 steps of process to work out. However, the Seek and Propose the draft of partnership process is an important step of cooperation between schools and the partnership. School should be ready to deal with such cooperation by analyzing itself and setting the vision toward the self development in the future. Then, when the school has information of the partnership, the school can check its readiness to handle such change with the partner. Next, it can implement with the partners such as do meeting, plan the cooperation, implement and monitor and evaluate the implementation efficiently. There are 3 models as follows

Model 1 School directly coordinates with the partners (Proactive)

School directly coordinates with the partner (Proactive) is a model where school can manage to look for the organizations that can respond the school's vision and plan which resulted of the self analysis.

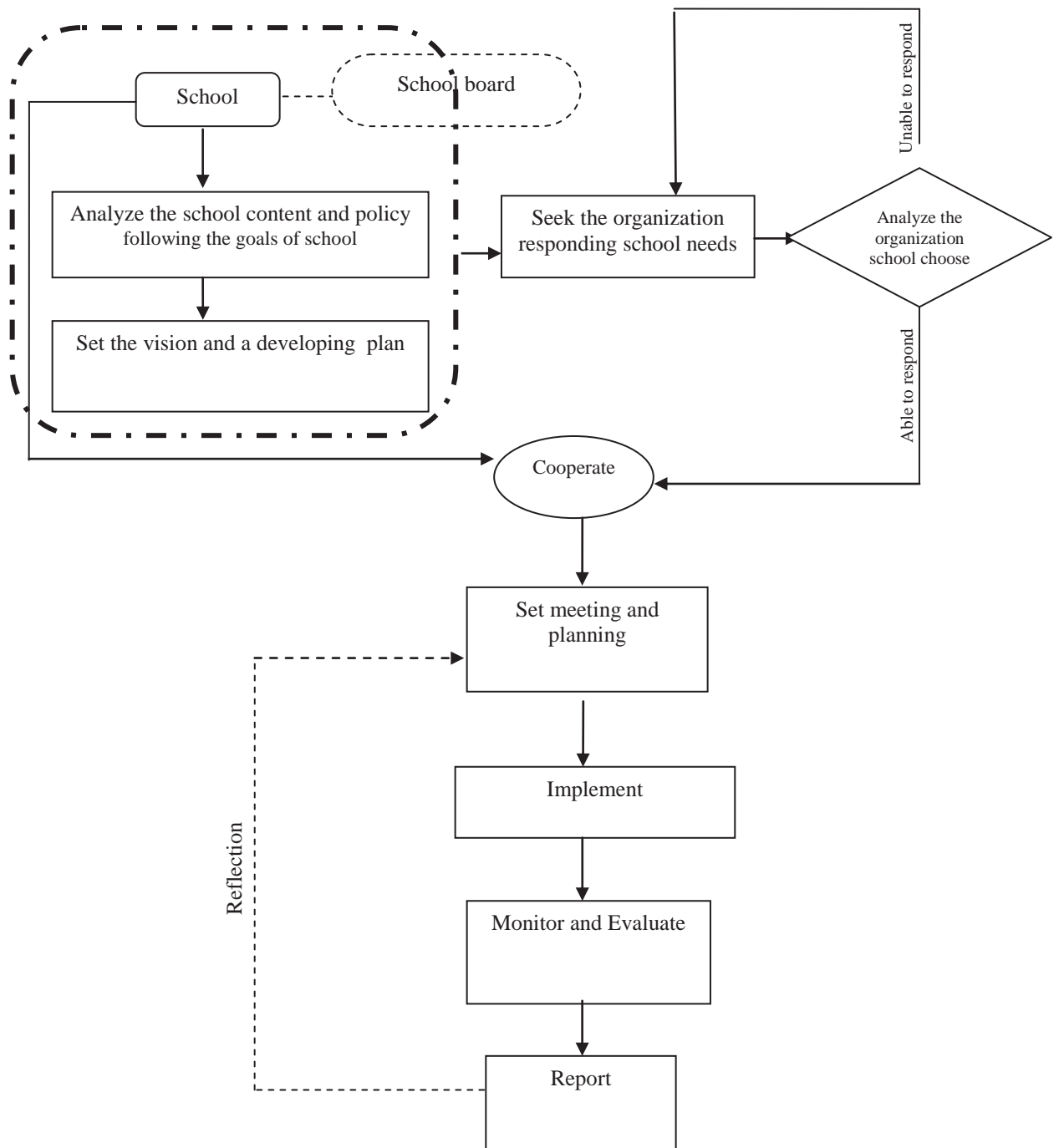


Figure 21 School directly coordinates with the partners (Proactive)

The above figure illustrates that school pays more roles to manage all processes except after the partnership have accepted to work with it. This is the procedure of model 1 as follow:-

Analyze the school content in order to seek for the strength, weakness, opportunity and threat

Set the vision and a development plan

Seek for the organizations that can develop and respond the school's need, vision and plan

When an organization accepts to work with the school, the school must analyze whether that organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model

If it is able to respond, school and the organization engage one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach.

Implement following the planning and set objectives

Monitor, report the result of implementation and reflect to the schools and the partners. School can review its plan with the partner if it found any obstacles during implementation.

Model 2 School implements through the liaison of the organization which can seek for the partners. (Passive)

It is a model where the school realizes the need to work with a partner, but doesn't have the potential to directly contact and work in such a way. The school then proposes the draft of partnership process to a wider and larger organization. This organization has the power to deal with and negotiate the partnership for the school.

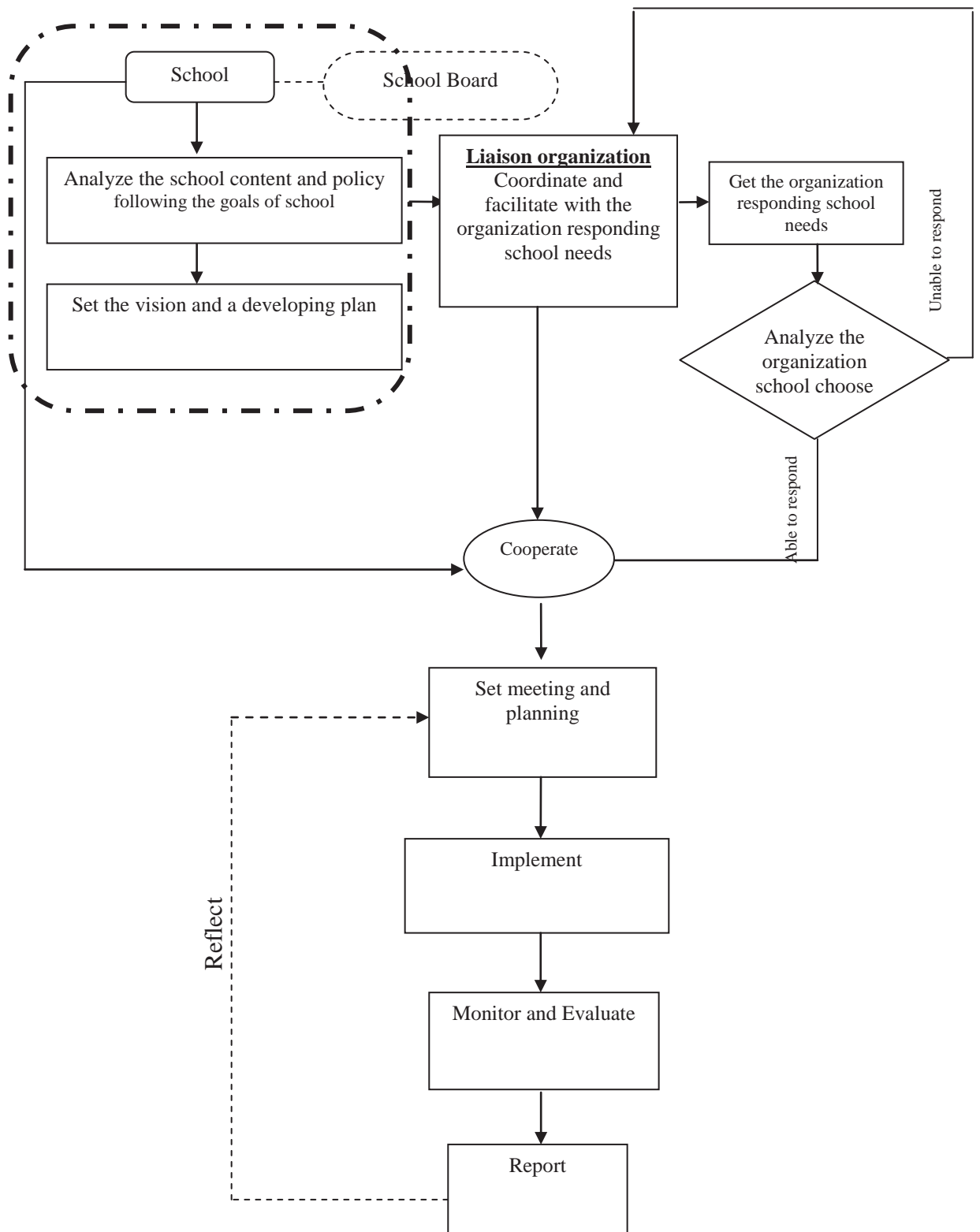


Figure 22 School implements through the liaison of the organization which can seek for the partners. (Passive)

From the above figure, it is shown that the liaison organization play an important role to assist the schools to seek for the organizations that are able to respond to the school needs. The procedure of model 2 is as follow:-

Analyze the school content in order to seek for the strength, weakness, opportunity and threat

Set the vision and a developing plan

Seek for the organizations that can develop and respond to the school's need, vision and plan

Coordinate with a liaison organization in order to deal with and facilitate with the organization responding to school plan and vision

When an organization accepts to work with school, school must analyze whether this organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model

If it is able to respond, school, the liaison organization and the partner engage one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach.

Implement following the planning and set objectives

Monitor, report the result of implementation and reflect to the schools, the liaison organization and the partners. School can review its plan with the partner if it found some obstacles during implementation.

Model 3 School can implement as Proactive and Passive way

It is a model where school can have the potential to deal with a partner both by itself and through a liaison organization in order to seek for the organizations that can respond to the school's vision and plan.

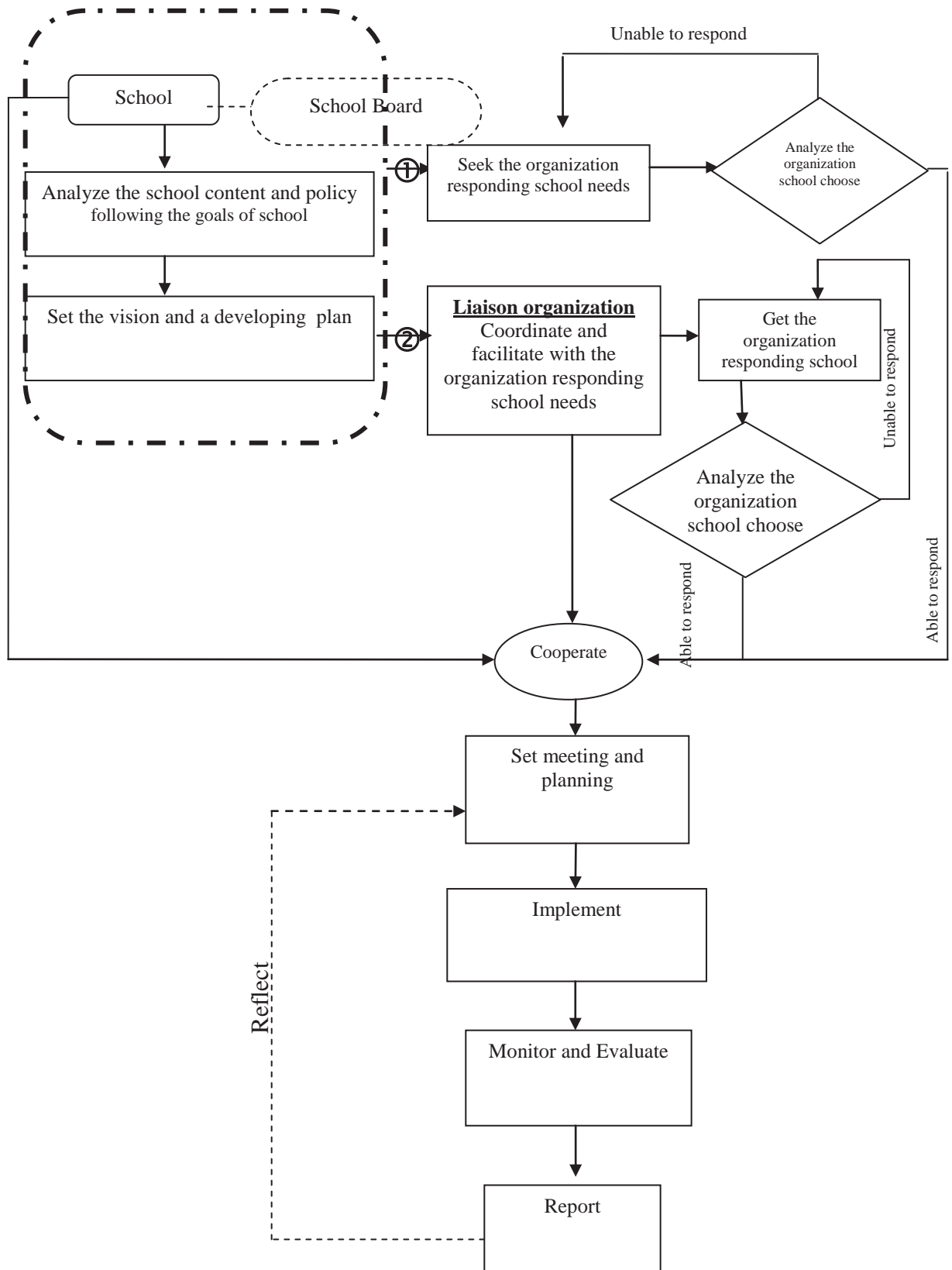


Figure 23 School can implement as Proactive and Passive way

In the above figure, it is shown that the liaison organization and the schools jointly seek for the organizations that are able to respond to the school needs. The procedure of model 3 is as follow:-

Analyze the school content in order to seek for the strength, weakness, opportunity and threat

Set the vision and a development plan

Seek for organizations that can develop and respond to the school's need, vision and plan

Seek for organizations that can develop and respond to the school's need, vision and plan, and at the mean time, school coordinates with the liaison organization in order to deal with and facilitate with the organization responding school plan and vision

When an organization accepts to work with the school, the school must analyze whether this organization is really able to respond to the school needs or not. If it is unable to respond, school must move back to the former step of this model. If it is able to respond, school, the liaison organization and the partner engage one or several meetings and make a plan to draft the guidelines of implementing together in order to attain the objectives of schools and have an efficient and effective partnership, like a win-win approach.

Implement following the planning and set objectives

Monitor, report the result of implementation and reflect to the schools, the liaison organization and the partners. School can review its plan with the partner if it found some obstacles during implementation.

From those models, it is found that most models are similar in the process to join in the partnership process and the partnership process implementation, except for the step of seeking the partnership. This step is the main factor making the difference in the models.

Conditions for Success of the Partnership Process Implementation

Working with partnership is found in a wide range of network characteristics. This operation will effectively be under the terms of participation between the partnership and the contexts that are different depending on the needs and

circumstances of each school, so schools should take into account the conditions for success.

Internal Components

To mobilize the school development through the partnership process, there are some internal components as follows:-

“Personnel” refers to students, teachers, administrators and educational personnel. They must share vision and have a unity in the organization toward the goal of success. It focuses on working as a team (Team Work).

Administrator should be a leader that will lead the organization toward a better direction and allow personnel in all sectors within the organization to comment for the school development. It gives an opportunity to the external agencies to participate in their school development.

Vision - staff in schools must be involved in determining clear vision. It also identifies the need to continue developing on either side with any target audience and within a period of time.

External Components

The development of the internal school or organization is important, but the surrounding circumstances, like the local community, are external factors that contribute to the success.

Plan should be generated from the organizations working together. There should be a clear direction and goals. A strategy must move toward the goal and have indicators of success in order to promote and support the objectives of the organization. They will also continue in operation until the organization is viable and has a sustainable organization development.

Policy - If the partnership process occurs between the government and the private sector, the agency's policies is important to be driven to the development of school quality. Thus, the policy should be flexible so that schools can continue to effectively develop with other organizations later on. At the same time, the policy will generate the advantages and amity to the partnership such as praise and so on.

Resources will support and consist of financial information, human resources, skills and knowledge by adding value and opportunities to share learning and supporting professional development to all sectors.

Infrastructure – the best of partnership process should clearly have an obligation to share the responsibilities of each agency. At the same time, it should have a system to monitor, evaluate, and report.

Time is another element that affects the partnership process. If the partnership process is of uncertain time or limited, it will affect the development of the organization. But if it can agree in term of time and can be operated in accordance with the terms of the time, it will result in the development of the organization.

Cooperation Status is the element that will affect the partnership process. If the status of the agency or organization has no equal, the partnership will be a failure and indicates a weak organization. Thus, the cooperation status must be in a win - win situation for all parties that benefit the organization as they share.

Evaluation and review should evaluate the quality of the partnership process and to monitor the progress of the process which will lead to achieving the objective of the organization development ¹³

¹³ Sally Markwell and others, The Working Partnership- Book 1, [Online], access 18 July 2011. Available from <http://www.hda.nhs.uk>.

Appendix XII

An Analysis Form

The Manual and Guideline of Efficient Partnership Process for School Development

An Analysis Form

The Manual and Guideline of Efficient Partnership Process for School Development

Objective

The objective of this analysis form is to consider the manual and guideline of the efficient partnership process for school development and apply them to implement easily. This form is divided into 2 parts

Part 1 The content analysis of the manual and guideline of the efficient partnership process for school development

Part 2 The structure analysis of the manual and guideline of the efficient partnership process for school development

Part 1 The content analysis of the manual and guideline of efficient partnership process for school development

Statement Please analyze the appropriateness of the manuals and guidelines of the efficient partnership process for school development by checking ✓ correspond to your opinion.

Items	Levels of opinion		
	Appropriate	Inappropriate	Not sure
1. Definition of Partnership Process
2. Levels of Partnership Process
3. Types of Partnership Process
4. Partnership Implementation
5. Concept for implementing with the partnership successfully
6. Process of Partnership Program Implementation
7. Conditions for Success of the Partnership Program Implementation			
- Internal components
- External components

Additional opinion:

.....

.....

.....

Part 2 The structure analysis of the manual and guideline of the efficient partnership process for school development

Statement Please analyze the appropriateness of the manuals and guidelines of the efficient partnership process for school development by checking ✓ correspond to your opinion.

Items	Levels of opinion		
	Appropriate	Inappropriate	Not sure
1. Analysing of school content
2. Planning and implementing
3. Analyzing and seeking the organization which respond to school needs
4. Seeking and proposing the draft of partnership process to the organization			
- Model 1
- Model 2
- Model 3
5. Planning to work with partnership
6. Implementing
7. Monitoring and Evaluating

Additional opinion:

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Appendix XIII
The Result of Questionnaires Try Out

***** Method 2 (covariance matrix) will be used for this analysis *****

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RELIABILITY ANALYSIS - SCALE (ALPHA)

* * * Warning * * * Determinant of matrix is close to zero: 6.337E-49

Statistics based on inverse matrix for scale ALPHA
are meaningless and printed as .

N of Cases = 30.0

Item Means	Mean	Minimum	Maximum	Range	Max/Min	Variance
	2.7794	2.5781	2.9271	.3490	1.1354	.0072

—

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
A1	108.3021	105.1543	.6580	.	.9521
A2	108.2760	106.4627	.5238	.	.9529
A3	108.3177	105.0556	.6424	.	.9522
A4	108.3333	104.9668	.6071	.	.9523
A5	108.2500	106.8377	.5258	.	.9529
A6	108.3125	106.1113	.5572	.	.9527
A7	108.2917	104.4695	.6903	.	.9519
B8	108.3333	105.7208	.5329	.	.9528
B9	108.3021	106.0025	.5939	.	.9525
B10	108.3542	105.4132	.5123	.	.9529
B11	108.4219	104.1405	.5811	.	.9525
B12	108.4948	105.6230	.3758	.	.9541
B13	108.4688	104.0304	.5206	.	.9530
C14	108.3073	106.7899	.4680	.	.9531
C15	108.3229	105.7172	.5095	.	.9529
C16	108.3906	104.3126	.5864	.	.9524
C17	108.3958	104.7116	.6229	.	.9522
D18	108.4479	103.8926	.6184	.	.9522
D19	108.5521	104.2276	.4784	.	.9534
D20	108.4531	104.5946	.5554	.	.9526
D21	108.3646	105.5941	.5130	.	.9529
D22	108.5469	105.0868	.4768	.	.9532

D23	108.5990	104.4090	.5210	.	.9529
D24	108.5000	104.1047	.5328	.	.9529
D25	108.4375	105.0851	.4994	.	.9530
D26	108.3958	103.7064	.6816	.	.9518
E27	108.3854	105.3062	.5271	.	.9528
E28	108.3385	105.4188	.6089	.	.9524
E29	108.4167	103.6370	.6878	.	.9518
E30	108.4063	104.0854	.6133	.	.9523
E31	108.3750	103.9738	.6940	.	.9518
F32	108.3281	105.2164	.6547	.	.9522
F33	108.3385	105.9214	.5412	.	.9527
F34	108.3385	105.4083	.5656	.	.9526
F35	108.4115	104.0131	.6505	.	.9520
F36	108.4323	103.8069	.6553	.	.9520
G37	108.5104	103.2983	.6917	.	.9517
G38	108.4948	103.1937	.6783	.	.9518
G39	108.4375	105.5772	.4862	.	.9531
G40	108.5208	103.0153	.6684	.	.9519

-

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 40 items

Alpha = .953 Standardized item alpha = .955

Appendix XIV
Questionnaires



Questionnaire for the research entitled

“The Development of the Effective Sub District School through
the Partnership Process in Thailand”

Statements

1. The questionnaire aims at determining the feasibility of the guideline and models of the partnership process for school development after the school samples have accepted to implement the guidelines and models for a period of one semester.

2. The questionnaire is divided into 2 parts as follows.

Part 1 Basic information of respondents.

Part 2 Guidelines and models of partnership process for school development .

3. Please complete this questionnaire and do not leave any question in order to be truly useful research.

4. Individuals data will be anonymously posted and analyzed.

Definition

Partnership means agencies or organizations which may be public or private sectors. They are associated with a formal agreement with the regulation of relations with the sharing aims. Or, there is informal relationship like social relationships but it is not the systematic agreement, regulation of the relationship. It continuously shares the same objective.

Liaison organization means an agency or organization which may be public or private sectors. It has potential for seeking an organization which meets the needs of the school. The Liaison organization is providing assistance to the variation in the school.

Mrs. Mullawee Rochefolle

PhD students, Doctor of Philosophy

Department of Educational Administration.

Faculty of Education, Silpakorn University

Part 1 Basic information of respondents.**Statement** Please check into showing your information

1. Gender

- male female

2. Age

- 20 – 30 yrs 31 – 40 yrs
 41 – 50 yrs over 50 yrs

3. Education level

- Diploma Bachelor Degree
 Master degree Higher Master Degree

4. Work experience

- 1 – 5 yrs 6 – 10 yrs
 11 – 15 yrs over 15 yrs

5. Position

- School director Vice director
 Teacher

() teaches and works in administrative sectors

() teaches only

Part 2 Guidelines and models of partnership process for school development**The score of the queries in Section 2**

3 points show an opinion about the possibility of its implementation.

2 points show an opinion about the level of development not in operation.

1 point is assumed to have opinions on the development that is not possible in the operation.

Statement Please check ✓ correspond to your ideas as possible.

No	Items	Possible (3)	Not sure (2)	Impossible (1)
	Analysing of school content			
1	School sets a committee for analyzing the school content in the development through the partnership process			
2	School cooperates with the school board committee to analyze the school goals in the development through the partnership process			
3	School analyzes needs for the development through the partnership process			
4	School analyzes the community needs			
5	School analyses its current situation in order to find the strength, the weakness, the opportunity and threat or SWOT			
6	School analyses needs in order to support the development through the partnership process			
7	School analyses the needs of all staff			
	Planning and implementing			
8	School cooperates with the school board committee so as to set the vision and mission			
9	School, the school board committee and community jointly cooperate to set the policy of development			

No	Items	Possible (3)	Not sure (2)	Impossible (1)
10	School, the school board committee and community jointly cooperate to set the objectives for mobilizing the policy			
11	School, the school board committee and community jointly cooperate to set strategic plan for developing schools			
12	School enables the school board committee and community take part to set the role and the responsibilities for all school staff in order to attain the objectives			
13	School enables the school board committee and community participate to set standards, follow-up models and evaluate the implementation showing the plan			
	Analyzing and seeking the organization which respond to school needs			
14	School publishes its plan to community through media and document.			
15	School, the school board committee and community jointly cooperate to seek and inquiry the organization which respond to school needs or support schools			
16	School makes use of ICT to seek and inquiry the partnership			

No	Items	Possible (3)	Not sure (2)	Impossible (1)
17	School implies the individual network in schools in order to seek and inquiry the partnership			
	Seeking and proposing the draft of partnership process to the organization			
18	School is potential to seek for the partnership by itself			
19	School coordinates the liaison organization to seek for the partnership			
20	School inquires the information of partnership from media and the document concerned			
21	School inquires the information of partnership from the liaison organization such as the Primary Educational Service Area Office, Secondary Educational Service Area Office, etc			
22	Partnership can respond the need or plan of schools			
23	The liaison organization assists school to seek for the organization that can respond to the school needs and plan			
24	School proposes the draft of partnership process to both the liaison organization and the partnership in order to seek for the suitable organization that can respond to the school needs and plan			

No	Items	Possible (3)	Not sure (2)	Impossible (1)
25	School presents the development plan to the liaison organization in order to seek for the partnership to school			
26	School presents the development plan to the organization which cooperates and respond to the school needs			
Planning to work with partnership				
27	School sets the meeting with the partnership			
28	School plans or integrates its plan with partnership			
29	School sets the standards and guideline of implementation with the partnership			
30	School sets the monitoring and evaluation with the partnership			
31	School cooperates with the partnership implement the development plan			
Implementing				
32	School implements following the development plan which was designed with the partnership			
33	School monitors the performance			
34	School brings the performance to improve its plan			
35	School monitors and evaluates the implementation			
36	School reports the performance to the partnership			

No	Items	Possible (3)	Not sure (2)	Impossible (1)
Monitoring and Evaluating				
37	School and the partnership jointly monitor and evaluate the implementation on the timeline of operation			
38	School and the partnership jointly set the meeting for summarizing the result of monitor			
39	School and the partnership jointly bring the result of the evaluation to analyze in order to improve, develop and implement a new plan			
40	School and the partnership jointly apply the result to implementation to their own plan in order to extend to others			

Appendix XV

Issue for Interview

The Development of the Effective Sub District Schools through the Partnership Process
in Thailand

Issue for Interview
The Development of the Effective Sub District Schools through the Partnership
Process in Thailand

Name of Interviewee:

Position:

Organization:

Questions

1. In your opinion, how does the partnership process in schools implement?
2. What should the school development through the efficient partnership process be? Please give your point of views answering the below items:
 - Definition
 - Types of Partnership Program
 - Principles
 - Guideline for implementation
 - Conditions for success
 - Constraints
3. What actions procedure or mistakes would prevent the school development through the partnership process?

Curriculum Vitae

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Work Experience

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2003 Senior Foreign Relations Officer, Bureau of Policy and Planning,
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