

Strategies for Efficiency Improvement on Work Performance of the Basic Education Committee of Schools under the Provincial Administrative Organizations

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพการปฏิบัติหน้าที่ ปัญหา ความต้องการ และปัจจัยที่ส่งผลกระทบต่อ การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด 2) สร้างรูปแบบการเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน และการทดลองใช้ และ 3) กำหนด ยุทธศาสตร์การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด วิธีการวิจัยแบ่งออกเป็น 3 ระยะ คือ ระยะที่ 1 การศึกษาสภาพ ปัญหา ความต้องการ และปัจจัยที่ส่งผลกระทบต่อ การเพิ่มประสิทธิภาพ การปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน ประชากร คือ คณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัดในภาคตะวันออกเฉียงเหนือ ระยะที่ 2 การสร้างรูปแบบการเพิ่มประสิทธิภาพ และการทดลองใช้ โดยการสนทนากลุ่มเพื่อวิพากษ์รูปแบบ และทดลองใช้กับโรงเรียนที่เลือกพิทยาคม และระยะที่ 3 การกำหนดยุทธศาสตร์การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด

ผลการวิจัยพบว่า 1) สภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยภาพรวมอยู่ในระดับปานกลาง ปัญหาการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยภาพรวมอยู่ในระดับปานกลาง ความต้องการของคณะกรรมการสถานศึกษาขั้นพื้นฐาน โดยภาพรวมอยู่ในระดับมาก และปัจจัยที่ส่งผลกระทบต่อ การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน มี 5 ด้าน คือ 1.1) ด้านคุณลักษณะของผู้บริหารสถานศึกษา 1.2) ด้านคุณลักษณะของครู 1.3) ด้านผลงานของสถานศึกษา 1.4) ด้านคุณลักษณะของคณะกรรมการสถานศึกษาขั้นพื้นฐาน และ 1.5) ด้านความสัมพันธ์ระหว่างชุมชนกับสถานศึกษา 2) รูปแบบการเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐาน และการทดลองใช้ ประกอบด้วย 2.1) การฝึกอบรม 2.2) การมีส่วนร่วมในการบริหารและการจัดการศึกษา 2.3) การศึกษาดูงานโรงเรียนที่มีผลการปฏิบัติหน้าที่ที่ดีเด่น 2.4) การปฏิบัติหน้าที่ในสถานการณ์จริง ข้อค้นพบหลังการทดลองใช้รูปแบบ คือ คณะกรรมการสถานศึกษาขั้นพื้นฐานมี ประสิทธิภาพเพิ่มขึ้นใน 3 ด้าน คือ 2.4.1) ด้านพุทธิพิสัย 2.4.2) ด้านจิตพิสัย และ 2.4.3) ด้านทักษะพิสัย 3) การกำหนดยุทธศาสตร์ การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัดปฏิบัติ ดังนี้ 3.1) ศึกษาสภาพการปฏิบัติหน้าที่ ปัญหา ความต้องการ และปัจจัยที่ส่งผลกระทบต่อ การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ 3.2) สร้างหลักสูตรการฝึกอบรมและเอกสารประกอบการฝึกอบรม 3.3) ดำเนินการฝึกอบรม 3.4) การมีส่วนร่วมในการบริหารและการจัดการศึกษาในโรงเรียน 3.5) ศึกษาดูงานโรงเรียนที่ประสบความสำเร็จในด้านการบริหารและการจัดการศึกษา 3.6) ประเมิน ประสิทธิภาพการปฏิบัติหน้าที่ 3.7) สัมมนาผู้ทรงคุณวุฒิเพื่อตรวจสอบและรับรองรูปแบบการเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ และ 3.8) นำเสนอยุทธศาสตร์การเพิ่มประสิทธิภาพการปฏิบัติหน้าที่ของคณะกรรมการสถานศึกษาขั้นพื้นฐานโรงเรียนสังกัดองค์การบริหารส่วนจังหวัด ฉบับสมบูรณ์

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ABSTRACT

The purposes of this research were 1) to analyze the conditions, problems, needs and factors affecting efficiency improvement on work performance of the basic education committee of schools in the provincial administrative organizations in the northeast of Thailand, 2) to design and try out a model for improving performance efficiency of the basic education committee members and 3) to develop and create strategies for efficiency improvement on work performance of the committee members of schools under the provincial administrative organizations. The research was divided into 3 phases :

1) analysis of conditions, problems and needs, 2) design and tryout of a model and 3) establishment of strategies for performance improvement.

The results of the research were as follows:

The findings showed that the statistic score of the overall performance of the basic education committee members in schools under the provincial administrative organizations was at a moderate level. That of the overall need of the committee members for efficiency improvement on work performance was at a high level. Additionally, five major factors affecting the work performance were 1) characteristics of school administrators, 2) teachers' behaviors 3) school success 4) characteristics of the basic education commission members and 5) relationship between the communities and schools.

2. The model for efficiency improvement on work performance of the committee members consisted of training, participation in educational management, study visit to the excellent model of the basic education commission and practice with actual situations. After the model was tried out, the results indicated that the basic education committee members improved their cognitive domain, affective domain and psychomotor domain.

3. The strategies for work performance improvement of the basic education commission included 1) analysis of conditions, problems and needs for performance improvement of the basic education commission, 2) design of a training course and training materials, 3) training provision, 4) participation of the basic education committee in educational management, 5) study visit to the excellent schools of educational administration and management, 6) evaluation of work performance of the basic education commission, organizing a seminar of experts in assessing work performance of the basic education committee, and 8) proposing comprehensive strategies for performance improvement to the basic education commission.

Keywords: Strategies, Efficiency Improvement, Work Performance, Basic Education Committee

Introduction

Educational management is a key mission and strategy of human resource development for good quality of life and jobs. The national policy of Thailand is to provide free 15-year basic education for all Thai people. The major goal of basic education in Thailand is to develop knowledge, basic skills of students for careers and further study. Additionally, education is able to reduce the space of the different social statuses and develop democratic process of people in Thailand (Theera Runchareon. 2002: 20; Wichai

Khrongyuth. 2006 : :3).

In the past, family and temples were an important learning center of cultures, traditions, values, way of life and local wisdom of Thai people in communities. In 1884, King Rama 5 established the first public school named Wat Mahanaparam School. However, communities took an important role for educational management because public schools were not sufficient for educational management through Thailand. In 1921, King Rama 6 legislated the first Primary Education Act. The national Act forced

7-years-old children and more to study in school until the age of 14 without paying education fee. Consequently, education was managed by public schools and private schools through Thailand (Pitsanu Tulsook. 2005 : 1-2; Pratchaya Wesaratch. 2002 : 1-2; Napaporn Khongkhaluang. 2005 : 2).

Regarding the 1st-to-12th National Economic and Social Development Plan of Thailand (1961-1966), Thailand has developed many areas with foreign qualified specialists at the same time especially national economic development. Consequently, education management of Thailand has focused particularly a learning process for producing human resource with knowledge and professional skills for the industrial sector and service business in urban areas of Thailand. As a result, most of educated people realize the values of urban living more than rural living. Relations and unity of Thai people in communities have changed when the government takes important responsibilities for establishing policy, budget allocation, personnel management, and curriculum design. However, the government has encountered the problems of education management because the educational provision was not based on needs of people in communities, and structure of educational management of Thailand was not flexible and people in communities were not provided an opportunity for participation in local educational management. Therefore, education of Thailand did not respond to the complex global society. Rung Kaewdaeng (1998 : 25) states that the education reform in Thailand is a major solution for educational management through public participation.

The members of basic education committee mainly area appointed from students' parent, local communities, local government organizations, student alumni and professionals. The committee takes an important role of educational management based on the national Act and local needs . Chanya Apipalkul (2002 : 4) claims that the education committee encounters many problems about educational management : roles and functions, work experiences,

participation, and these problems usually affect the work performance of the committee. Therefore, the author conducted a research on "Strategies for Efficiency Improvement on Work Performance of the Basic Education Commission of Schools under the Provincial Administrative Organizations .

Research Questions

1. What are the current conditions, problems, needs and factors affecting efficiency improvement on work performance of the basic education committee?
2. What is a model for efficiency improvement on work performance of the basic education committee?
3. What strategies are appropriate and practical for efficiency improvement on work performance of the basic education committee?

Objectives

1. To analyze current conditions, problems needs and factors affecting efficiency improvement on work performance of the basic education committee under the provincial administrative organizations
2. To design and try out a model for improving performance efficiency of the basic education committee members
3. To develop and create strategies for efficiency improvement on work performance of the committee members of schools under the provincial administrative organizations

Scope of Study

The concept of research and development was employed for the study. The research was divided into three phases:

Phase 1: Analysis of current conditions of, problems, needs and factors affecting efficiency improvement on work performance of the basic education committee

1. The target population was three thousand members of the basic education committee

consisting of delegates of students' parents, community organizations, student alumni, local administrative organizations, professionals, monks and school administrators.

The data was used to design a model for efficiency improvement on work performance of the basic education committee.

2. Content and variables were current conditions of, problems, needs and factors affecting efficiency improvement on work performance of the basic education committee.

The data was used to design a model for efficiency improvement on work performance of the basic education committee.

3. The research in this phase was conducted from November 2010 to February 2011.

Phase 2: Design and try-out of a model for efficiency improvement on work performance of the basic education committee.

The data of phase 1 was used to design a model for efficiency improvement on work performance of the basic education committee through focus group discussion of seven specialists, and the model was developed for the target group. The model was evaluated before and after implementation.

1. The target population was fifteen basic education committee members of Kheelekpitayakhom school.

2. Content and independent variables were a conceptual framework and a model for efficiency improvement on work performance of the basic education committee. The dependent variables were the efficiency in work performance of the basic education committee and the quality of the model.

3. Research Process

3.1 Design a conceptual framework and a model for efficiency improvement on work performance of the basic education committee under the provincial administrative organization.

3.2 Assess the appropriateness of a model by seven experts consisting of academicians, school administrators and specialists of local educa-

tion management and administration through focus group discussion.

3.3 Try-out of the model with the basic education committee members of Pothongpitayakhom school and developing the model before implementing to the target group.

3.4 Implementing the model to fifteen basic education committee members of Kheelekpitayakhom school.

4. The research in this phase was conducted from March 2011 to April 2012.

Phase 3: Design of strategies for efficiency improvement on work performance of the basic education committee under the provincial administrative organization.

1. The target population was nine stakeholders: academicians, school administrators and specialists of local education management and administration. The focus group discussion was used for the study.

2. Content and independent variables were activities of efficiency improvement on work performance of the basic education committee. The dependent variable was strategies for efficiency improvement on work performance of the basic education committee under the provincial administrative organization.

3. The research in this phase was conducted from May 2012 to April 2013.

Research Methodology

The research was divided into three phases with ten steps:

Two steps of phase 1: Analysis of current conditions of, problems, needs and factors affecting efficiency improvement on work performance of the basic education committee were as follows:

1. Study related documentary, literature and research relate to what.

2. Analyzing current conditions, problems, needs and factors affecting efficiency improvement on work performance of the basic education commit-

tee under the provincial administrative organization.

Five steps of phase 2: Design and try-out of a model for efficiency improvement on work performance of the basic education committee were as follows:

1. Design a draft model for efficiency improvement on work performance of the basic education committee.
2. Focus group discussion about the draft model for efficiency improvement on work performance of the basic education committee.
3. Try-out the model with the basic education committee members of Pothongpitayakhom school.
4. Implement the model to the target population, the basic education committee members of Kheelekpitayakhom school.
5. Evaluating the model.

Three steps of phase 3: Design of strategies for efficiency improvement on work performance of the basic education committee under the provincial administrative organization were as follows:

1. Design a conceptual framework of strategies for efficiency improvement on work performance of the basic education committee.
2. Assess and confirm the appropriateness of the draft strategies for efficiency improvement on work performance of the basic education committee under the provincial administrative organization.
3. Develop the model of the practical strategies for efficiency improvement on work performance of the basic education committee under the provincial administrative organization.

Research Instrument

1. Five-point-rating scale questionnaire was used for phase 1, and the questionnaire was divided into five parts:

Part 1: Personal information

Part 2: Conditions of work performance of the basic education committee

Part 3: Problems of work performance

of the basic education committee

Part 4: Needs for improving work performance of the basic education committee

Part 5: Factors affecting efficiency improvement on work performance of the basic education committee.

2. Two sets of an assessment form, an interview form and an observation form based on the standard criteria of the Office for National Education Standards and Quality Assessment. The instruments were used for phase 2 and 3.

Research Results

1. The research results of phase 1 were as follows:

1.1 The findings showed that the statistic score of the overall condition of work performance of the basic education committee was at a high level. Three high rated items of the performance were 1) providing all children in the responsible areas with the standard education, 2) establishing and planning for school development, and 3) taking full responsibilities of original school.

1.2 The statistic score of the overall problem about work performance of the basic education committee members in schools was at a moderate level. Three high rated items of the problems were 1) knowledge of roles and functions of the committee members, work experience in education management, planning and curriculum development, 2) budget for personnel development, relationship of the committee members, school administrators and teachers with communities, and 3) children and elderly communities including participation of communities.

1.3 The statistic score of the overall need of the committee members for efficiency improvement on work performance was at a high level. Additionally, five major factors affecting the work performance were 1) characteristics of school administrators, 2) teachers' behaviors 3) school success 4) characteristics of the basic education

commission members and 5) relationship between the communities and schools.

1.4 The study showed that five major factors affecting efficiency improvement on work performance of the basic education committee members were 1) quality of the basic education committee members, 2) relationship between community and schools, 3) quality of school administrators and 4) quality of teachers and 5) outcomes of schools.

2. The model was tried out to the basic education committee members of Pothongpitayakhom school and the model was implemented to the target population, the basic education committee members of Kheelekpitayakhom school. The training course consisted of the National Education Act of 1999, roles and functions of the committee members, team work skill, policy and planning for school development, budget allocation, educational resources, communication, monitoring and evaluation, leadership and creativity. The findings were as follows.

2.1 The average scores of knowledge of the basic education committee members of Pothongpitayakhom school before and after training were 41.60% and 79.73% respectively. Additionally, the findings showed that the average knowledge of the basic education committee members of Kheelekpitayakhom school before and after training was 52.00% and 95.73% respectively.

2.2 The overall attitude of the committee members towards ten major items of work performance after a study visit to the best practice school was better than before the study visit. In conclusion, the committee members learned and exchanged their experiences from the study visit with the members. They always attended the meeting of the basic education committee on time. Moreover, they promoted all activities to people communities and participated planning, curriculum development and monitoring educational management of the schools in their responsible area.

2.3 The skills of the basic education committee members of Kheelekpitayakhom school

focusing on educational administration and management, education supervision, monitoring and evaluation was assessed by the experts and the observation form and a self-assessment form were used for the study. The overall skill of the committee members was better than before training. They were responsible for the meeting and they always followed the meeting agenda. Additionally, they were interested in educational management with modern technology. Their leadership was better than before training. They usually shared their opinion and suggested solutions for problems.

3. The study showed that the strategies for efficiency improvement on work performance of the committee were designed based on the principles of theory system, learning theories, school-based management and public participation, education quality insurance, and evaluation. The seminar on educational administration and management, research and evaluation was organized by experts, school administrators and the basic education committee of Rajabhat Maha Sarakham university, Mahamakut Buddhist university and Kheelekpitayakhom school. The strategies were designed by nine experts focusing on 1) conceptual framework, 2) objects, 3) procedure, 4) materials and mechanism and 5) evaluation. Regarding the seminar, the findings showed that the strategies for work performance improvement of the basic education commission included 1) analysis of conditions, problems and needs for performance improvement of the basic education commission, 2) design of a training course and training materials, 3) training provision, 4) participation of the basic education committee in educational management, 5) study visit to the excellent schools of educational administration and management, 6) evaluation of work performance of the basic education commission, organizing a seminar of experts in assessing work performance of the basic education committee, and 8) proposing comprehensive strategies for performance improvement to the basic education commission.

Conclusion and Discussion

1. The research findings showed that the statistic score of average condition of work performance of the basic education committee was at a high level. Particularly, the academic administration, budget allocation, personnel administration, general administration, yearly report and local curriculum development based on National Education Act of 1999, which emphasized participation and decentralization to communities. Kamol Sudprasert (1998: 45) states that public participation is an efficient strategy for teaching and learning management in communities, and evaluation is important to monitor the teachers for local education management to achieve the goal and mission of communities. Warewan Theunadee (2001: 124) claims that the average condition of work performance on academic administration, budget allocation, personnel administration, general administration of the basic education committee was at a moderate level. Whereas, the expectations and needs of the basic education committee for academic administration, budget allocation, personnel administration, general administration was at a high level.

2. The statistic score of the overall problem of the basic education committee was at a moderate level. Four major problems of the committee are knowledge of roles and functions, regulations, self-development, experiences in education management and planning, curriculum development and application of new technology for educational management. Theera Runcharoen (2004: 92) studied the conditions and problems of the basic education committee and the finding showed that the basic education committee members did not precisely understand their roles and functions and they needed educational resources and research for self-development and efficient educational management. Samran Harnprasert (2001: 87) states that the problems of the local basic education committee are experiences in education, regulations for education management. Prayuth Chermchareon (1999: 91) asserts that the basic education committee members seldom express their opinion because of

lack of knowledge about education regulations. Chanya Apipalkul (2002: 146) supports that the needs of the basic education committee for precise knowledge of roles, responsibilities and practical guidelines was at a high level.

3. The statistic score of the overall need of the basic education committee was at a high level. Three main needs were establishing relationship between school and community, information for planning education development and participation in making education development plan, operation plan of schools and solutions for problems of educational management. Chartchai Panichchob (2001: 265) states that the basic education committee to participate in academic activities in schools, planning community-based curriculum, establishing policy for education management based on needs of learners and communities, monitoring work performance, budget allocation, personnel administration and security in school. Office of the Education Council (2006: 87) suggests that the basic education committee members should develop their knowledge of administration such as decision making, ordering, solving problems, public relationship, planning, school curriculum, budget allocation, and personnel administration. Additionally, school administrators should improve their administrative skills and leadership. Education should be life-long learning and education for all regarding the National education Act of 1999.

4. The statistic score of the overall factor affecting work performance of the basic education committee was at a high level. Five high rated items of the factors were teachers behaviors, school outcomes, quality of the basic education committee members, relationship between school and community, and quality of school administrators. Chuchart Puangsomjit (1998:) states that the faith of community in school is usually caused by outstanding academic outcomes, getting scholarship of students, further study, awards of excellence. Consequently, their faith in school is a major factor in supporting school activities and mission. Pisanu Toolasuk (2005: 210) claims

that normal behaviors influencing work performance consists of 1) provision of school administrators with opportunity for education management of stakeholders, 2) integrated administration with collaborative planning, sharing resources for school mission and vision, 3) monitoring for goal and achievement focusing on commitment of school administrators, quality of personnel recruitment, training, social welfare services, benefits, competitive atmosphere and creativity.

2. The model for efficiency improvement on work performance was tried out to the basic education committee of Pothong pitayakhom school. The findings showed that the basic education committee members improved their knowledge of basic principles of educational administration, roles and education planning. Wichian Chiwapimai (1989: 173) states that training is an important factor for improving skills and abilities including attitude of school personnel. Therefore, training is very necessary for personnel development of the organization. Hamblin (1984:84) claims that activities are regularly organized for school personnel and the committee members after training such as study visit to the best practice in academic administration, budget allocation, personnel administration, and general administration. After the study visit, the basic education committee members improved their attitude, understanding roles, sacrifice, being on time, leadership and practical application. Chanya Apipalakul (2003: 139) asserts that the study visit to the best practice in educational administration improves the attitude of the committee members and school personnel. Porter (1985: 341) states that on-the-job-training knowledge is very practical for work performance and skill improvement of human resource.

3. Regarding implementing the model, The results may be caused by implementing the model once with the basic education committee members of Kheelekpitayakhom school. Therefore, some principles and process of the model may be appropriate for practical application because each school is different in context of culture, way of life, career,

values including faith in leaders. However, the strategies should be implemented to the basic education committee of other schools.

Suggestions

1. For practical application

1.1 The public and private sectors should take responsibility for sustainable efficiency improvement on work performance of the basic education committee.

1.2 All stakeholders, students' parents, people in communities and organization should be regularly provided an opportunity to participate in educational management and all school activities.

1.3 Schools should make a practical guideline for roles, responsibilities and monitoring of the basic education committee.

1.4 The original school should provide the basic education committee with the training course once a semester and hold a meeting twice a semester.

1.5 Schools should establish and promote the network of the basic education committee for experience exchange and assistance.

2. For future research

2.1 Further study should focus on a required model for efficiency improvement on work performance of other basic education committee under local administrative organizations.

2.2 School-based research should be conducted for further study on a model for administrative decentralization of the basic education committee.

2.3 Future study should focus on an appropriateness model for efficiency improvement on work performance of other basic education committee under local administrative organizations.

2.4 A model of the standard indicators for the participation of the basic education committee based on the national Education Act of 1999 should be further studies.

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