

THE DEVELOPMENT OF THE EFFECTIVE SUB DISTRICT SCHOOLS THROUGH THE PARTNERSHIP PROCESS IN THAILAND

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Abstract

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 the Effective Sub District School. 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 process 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 models in the Effective Sub District School Model 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 in accordance with the research conceptual frameworks.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อ 1) ทราบสภาพการดำเนินงานในปัจจุบันของภาคีเครือข่าย 2) แนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน และ 3) นวัตกรรมการพัฒนาของกระบวนการภาคีเครือข่ายสำหรับโรงเรียนดีประจำตำบล ขั้นตอนการวิจัยประกอบด้วย 1) กำหนดกรอบแนวคิดการวิจัยจากหลักการพื้นฐาน ทฤษฎีของภาคีเครือข่าย 2) การสร้างคู่มือและรูปแบบการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน 3) การทดลองในโรงเรียน เพื่อหาความเป็นไปได้ในการประยุกต์รูปแบบการพัฒนาภาคีเครือข่าย อันจะนำไปสู่นวัตกรรมพัฒนาของกระบวนการภาคีเครือข่ายสำหรับโรงเรียนดีประจำตำบล กลุ่มตัวอย่าง คือ ผู้บริหารและครู จำนวน 192 คน จาก 64 โรงเรียน การพิจารณารูปแบบดังกล่าวใช้รูปแบบการสนทนากลุ่ม (focus group) และการอ้างอิงผู้ทรงคุณวุฒิ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบวิเคราะห์เอกสาร แบบสัมภาษณ์กึ่งโครงสร้าง คู่มือและแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน และ แบบสอบถามความเป็นไปได้ในการประยุกต์ใช้รูปแบบและคู่มือแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพสำหรับโรงเรียน สถิติในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่ามัธยฐานเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ความแปรปรวน

ผลการวิจัยพบว่า

1. กระบวนการการดำเนินงานเกี่ยวกับภาคีเครือข่ายในโรงเรียน ประกอบด้วย 7 ขั้นตอน คือ 1) โรงเรียนต้องรู้จักตนเองและร่วมมือกับคณะกรรมการสถานศึกษาในการพัฒนา 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 แผนกกลยุทธ์ วิสัยทัศน์และพันธกิจ และระบบบริหารจัดการ
3. คู่มือของรูปแบบการพัฒนากระบวนการภาคีเครือข่ายในโรงเรียนดีประจำตำบล เกิดจากการนำกระบวนการดำเนินงานทั้ง 7 ขั้นตอน และแนวทางการพัฒนาภาคีเครือข่ายที่มีประสิทธิภาพในโรงเรียน มีความเหมาะสมถูกต้อง เป็นไปได้ และสามารถนำไปใช้ประโยชน์ได้สอดคล้องกับกรอบแนวคิดทฤษฎีของการวิจัย

Introduction

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.

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

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.

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 2003, 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 was to jointly upgrade quality of the Effective Sub District School in terms of academic, learning approach and how to develop schools in a holistic approach. Consequently, the researcher would like to know how to successfully and effectively implement the partnership process in Effective Sub District School.

Objectives

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

Research Methodology

This research 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 are the stages of this research:-

Process of study

In accordance with the research methodology and its objectives, the researcher has 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.

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.

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.

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 Process 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.

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.

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

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. Number of samples by categories across regions 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.

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).

Result and Discussion

The result followed the objectives of this research which were divided into 3 stages.

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.

It shows that all processes for implementing there 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 guideline 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 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.

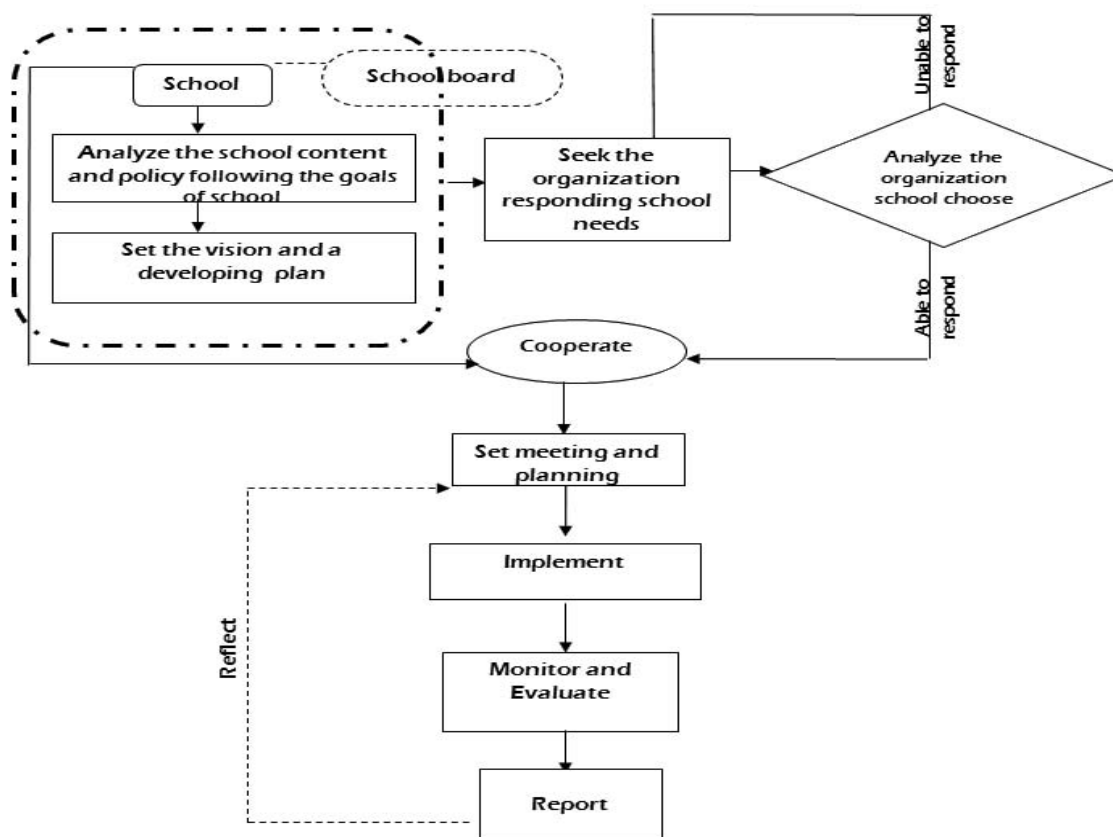


Figure 1 Procedure of the Proactive Model wherein the school directly coordinates with the partners

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.

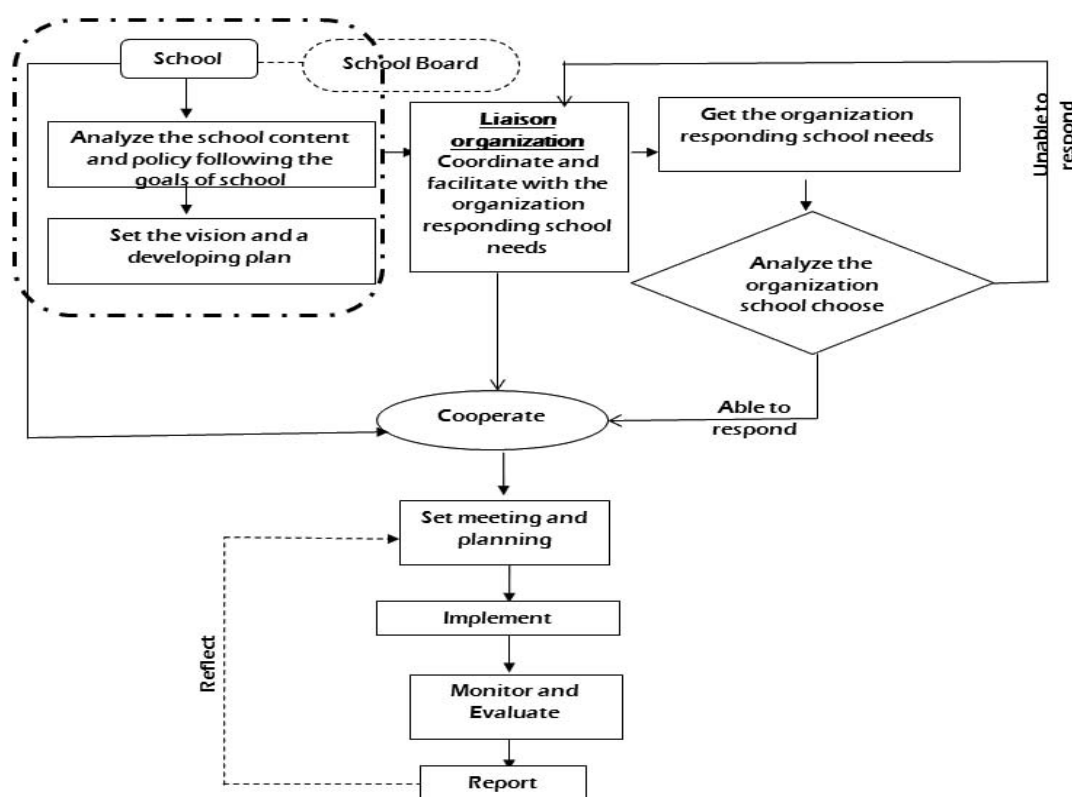


Figure 2 Procedure of the Passive Model wherein the school implements through the liaison of the organization which can seek for partners.

Figure 2 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.

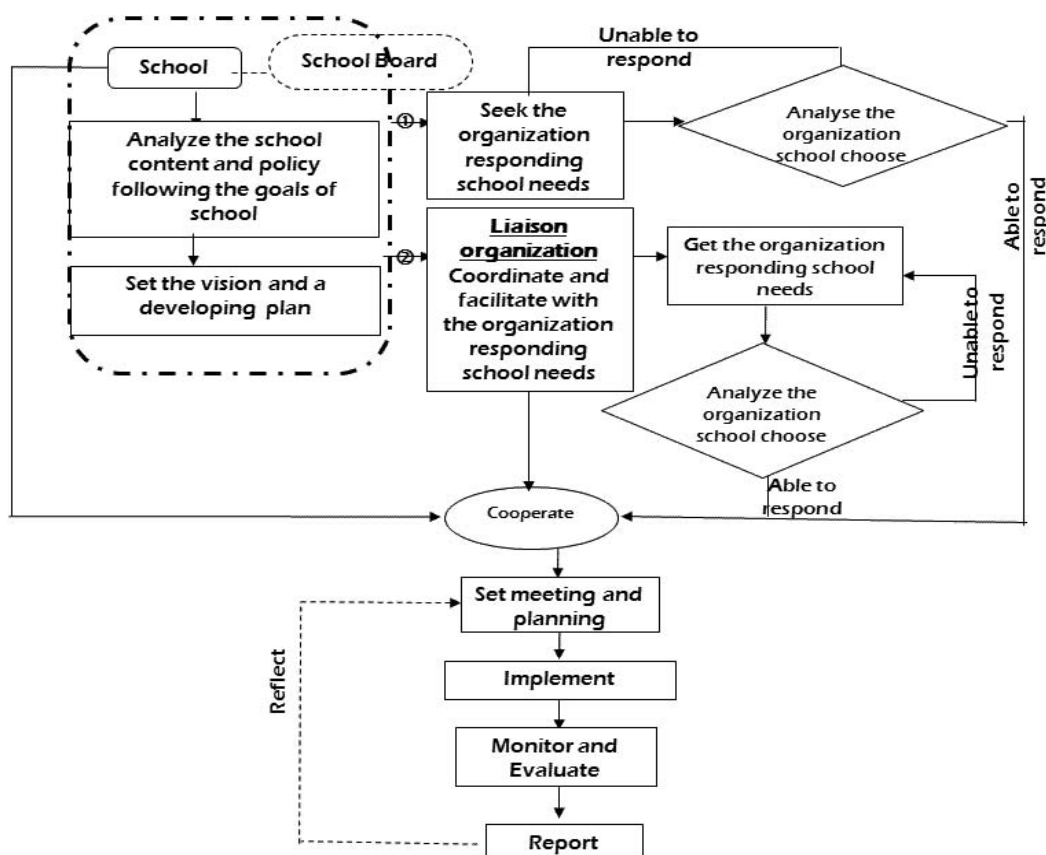


Figure 3 School can implement as Proactive and Passive way

As shown in Figure 3, 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.

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 innovations of the partnership process in Effective Sub District School

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.

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 recommendations as follows:-

Recommendations for proposed policy

1. The manual of partnership process models should be applied to 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, and others through the on-the-job training process to encourage schools to become efficient.
3. It should facilitate and coordinate the external components such as giving reward for the partner organization.
4. It should address the responsible sectors at the Central Office to assist and coordinate between schools, the educational service areas and the partners.
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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