

## The Education Provided By The Local Government: A Comparative Cases Study Between Japan And Thailand<sup>\*</sup>

### การศึกษาที่จัดโดยองค์กรปกครองส่วนท้องถิ่น : กรณีศึกษาเปรียบเทียบ ประเทศไทยกับญี่ปุ่นและประเทศไทย

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#### Abstract

The research aims at investigating the administration of some local schools (both Japan and Thailand) those implemented and managed by the local government body. In this research, the data were collected from 20 school staffs namely, school directors, the heads of the school office of secretary divisions, instructors and some students from the three kinds of schools selected those were under the local government body as the key informants. The data were collected through commonly available documents, evidence, participatory observation and interview. The studying was conducted by using the qualitative research. In addition, the research instruments employed in this study were used multi-techniques for studying such as from the documents, observing form, interviewing form. The data collection and analysis were conducted as follows; triangulation technique, analytic induction technique, and typological analysis technique. The findings were as follows:

1. In Japan, the bodies that bear responsibility for educational administration are at central government level, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and at local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters those are boards of education. Contrast, Thailand the bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (MOI) and at the local body there are first type those were *Thesaban*, the basic unit of local authority in urban areas. The second type was sanitary districts (*Tambol*) in semi-urban areas. The third type was Provincial Administrative Organizations (PAOs) in rural areas. The fourth type was the

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Bangkok Metropolitan Administration (BMA) for Bangkok, the capital city in Thailand. The fifth type was the City of Pattaya.

2. The similarity and differences of providing the education by the local body between Japan and Thailand, we found that there are no major differences about the overall of education systems among Japan and Thailand. The main differences in terms of the structures of the administrations and the school organization Japan is kind of a single state with 2 levels of local government, but Thailand is a kind of single state with 3 levels of local government. Moreover, the bodies that bear responsibility for educational administration in Thailand is the Ministry of Interior, (MOI) but in Japan is responsibilities by Ministry of Education, Culture, Sports, Science and Technology (MEXT).

3. The proposed best practice of proving education by the local government was constructed by the information and research findings both No.1and No. 2 as mentioned. The proposed best practice is quite possibly suitable for providing education by the local under Thai-context.

### **Introduction background and significant of the study**

Education is an important fundamental that shall develop the human life quality and country to be civilized, so promoting and emphasizing the education should be the first priority. According to H.M.King Bhumibol Adulyadej's royal speech given to graduation ceremony at Srinakrinviroj University on the 12th December, 1967; (Office of the National Economic and Social Development: 2007) excerpted that.

*“..Dealing with education is one of the most important tasks of our country because progression or mal-progression depended on education significantly. In fact, as we know well that nowadays, the birth rate in our country are increasing rapidly, and there is a signal showing that some of the population’s ethical is decreasing, both physically and mentally. This crisis seems to be worrying, if it has been still like this, we might not be survived from this phenomenon. Moreover, this crisis may occur from many causes including providing the education exactly. We need to provide education more strengthtenly ....”*

Nowadays, There are many government sectors provided the education in every educational level for example, the Ministry of Education, the Ministry of Interior, the Ministry of Defense, the Ministry of Public Health, the Ministry of Agriculture and Cooperative. These show that the education institute, one of the social institutes, is the organization that takes the

important role in developing the social and country continuously (Chitchong ,2543:46) as mentioned in National Education Act of B.E. 2542(1999) revised (2) B.E. 2545 article No. 39. stated that

*“The ministry of Education shall decentralize powers in educational administration and management regarding academic matters, budget, personnel and general affairs administration directly to the committees and offices for Education, Religion and culture of the educational service areas and the educational institutions in the areas.”*

As all mentioned above, we can infer that the significance of education was a mechanic that can develop our country and we can apply the education as a tool for developing our citizen to be qualified. As all above of an important of education, we can infer that the education is the most important fact to drive our country up for competition with the nationwide. As similarly, the office of the National Education Commission (2007) said that if we provided the quality education for our citizen, the education output such as all kind of the individual attributes those are passed the education process might be qualified too.

According to annual reports on performance in education by local government organizations, research on education organized by the local administration, many researchers have studied on the performance of education by local government organizations such as Jaroon Yu Tong –sangautai’ (2557:2-4) Pannams Prompila (2012:absrtract) and from various agencies such as the National Board of Education(2013:introduction ii), they found about Problems in education organized by the local administration which can be summarized as follows.

Firstly, the Governments were weak due to the dominance of the central government and the provinces. The centralization of central reduces the power of local communities and to the default. Secondly, they got an authority, but the local government has no authentic authority in local areas such as policy development, managing in Personnel management, finance, traffic etc. Thirdly, Governments were poor due to financial freedom and there were unfairness in tax collection and allocation of their own. Next, Governments were ruled by dividing and arranging the several forms of government, such as Bangkok Metropolitan, Pattaya city, Provincial Administration Organization (PAO) and, Tambon (TAO) administrative organizations and municipalities to create confusion in the complex structure. Areas of authority and responsibility created such a rift or difficult to perform in accordance with the local needs timely and effectively with the spirit of true local governance. Finally,

Individuals or people in those areas were not involved to participate and lack understanding about local government. As a result of the above issues and any other condition those became many restrictions on the political culture of Thailand. According to all of the problems above in providing education by local government above which from various sources of information for example an annual report of the implementation by the local administration, the education research on education by the local administration academic article, academic research papers, textbooks, and others showed that the educational education provided by the local administration, it is important for educational administration and it is an urgent issue that all sectors or stakeholder must accelerate the problem due to a important factor in the study to be driven to the management of the local government to be able to run it effectively and must be the most tangible concrete. The researcher is interested in studying on education provided by the local government for being a guideline in the educational administration of the local administration in Thailand.

### **Objectives of the research**

1. To realize how education is organized by the local governments in Japan and Thailand.
2. To compare the results of the education provided by the local government between Japan and Thailand.
3. To design the Best practice in educational administration organized by the local administration which was appropriated for Thailand?

### **Research procedures and methods of operations research is as follows.**

Analyzing the patterns of implementation for education provided by the local administration, the researchers are determining procedures as follow;

1. To analyze and summarize the literature on education provided by the local administration for gathering the whole concept on both domestic and international resources.
2. To analyze and study on the research and academic paper specifically focusing on the topic about the education, provided by the local government on both domestic and international sources.
3. To harmonize and draw the conclusions derived synthesis (content synthesis) as a body of knowledge about education provided by the local government to become a framework for data collection.
4. To combine and blend the body of the knowledge from all above no. 1 to no.

3 , to become a baseline in each agenda for data collection.

5. To set up the conceptual framework for the research by analyzing and summarizing from the academic paper and on education provided by the local administration both domestic and international.

6. To realize the current of education provided by the local government, the researcher used the interview as a tool for data collection and the correspondences are administrators, management and operational level officers and teachers in the school. For search the basic of information to study both macro study) and micro Study dimension about the education and education provided by local government. To conduct the data collection in action research, the researchers will collect the data in the school that provided the education under the local government authority in Japan such as usual school, talented school, and Alternative school.

7. The comparison step of education that provided by the local government is the combinations of the step in designing the research framework step and the analyzing of the knowledge about education, and educational conditions by the local government to draw a conclusion.

8. The researcher spent 1 year and a half in Japan for, depend and crystallized a basic knowledge about providing education by local government. Moreover, to conduct the data collection in action research in 5 proposed schools in 3 categories as mentioned in No.6. Conducting the data collection and school visiting of action research in Japan, the researcher attended class as research student in department of Educational Administration, University of Tsukuba by Japanese government scholarship. The department of Educational Administration, University of Tsukuba appointed Prof. KUBOTA CHINIJI (Ph.D.) head of department as research supervisor. Moreover, the researcher had a chance to discuss and work with graduated students in the department those were becoming as my research assistants.

9. The comparison step of education that provided by the local government is the combinations of the step in designing the research framework step and the analyzing of the knowledge about education, and educational conditions by the local government to draw a conclusion. Then, the researcher will design the important component in implementing the school and ask for the comment and opinions from the experts.

10. After a year and a half in Japan, the researcher returned to Thailand and conducted the data collection in action research in 3 proposed schools in 3 provinces in Thailand as mentioned in No.6. Conducting the data collection and school visiting of action research in Thailand , the researcher attended proposed school to do school visiting ,

executive groups discussion and in –depth interviewed, class observation, and teacher and educational staffs discussed and in-depth interviewed.

11. The next step is improving and showing the education and education by the local government that is from the result of Step No. 4 as to method of proving the education under the local government that with is a proper Thailand .Later the researcher suggests the best practice for providing Education for the local government that is suitable in Thai context.

12. Design the best practice from the research finding beneath the theory and approach both educational pedagogy and educational administration field.

### Samples

The study of education and education provided by the local government: a case study the comparative education provided by local government Japan and Thailand; the samples were used as follows.

The sample were schools that under the authority of local government in Japan by Purposive Sampling technique. The correspondences are the executives group such as the school principal, vice school principals of the schools those are under local government. In addition, a group of operating staffs, such as supervisors and head of department, and the representative teachers. School affiliated to local governments. The Key informants in this study are 16 staffs in administrators. Including the school principal and deputy principals from each school those are under the authority of local government and groups of operating staffs are including, supervisors and head of the departments and the representative teachers. The schools those selected are primary, lower secondary and upper secondary (talented) school (2 schools in Ibaraki prefecture and 1school in Saitama prefecture) the instruments for collecting data were followed; the interviewing form (In-Depth interview) as a tool for data collection. The Key Informant The observation form is a tool that is constructed to study the incident thoroughly and collect information about the project management in the schools in the performance of teachers in the relevant departments. For this research to be conducted properly, the researcher has collected the following steps.

### Research findings

#### 1. The Basic concept of Japanese education system

Japanese education is centralized under the direction of the Ministry of Education, Culture, Sports; Science & Technology (MEXT) For most of the postwar period, the MEXT has controlled school administration, curriculum, pedagogy, and educational content in

textbooks.( Miki Y. Ishikida ,2005 : 35-36)The MEXT oversees the administration of the appointed prefectural and municipal boards of education and superintendents. The MEXT determines the educational budget, and subsidizes the prefectural board of education in order to provide equal quality education to all children throughout the nation. After the 1947 educational reform, the Japanese educational system was redesigned around a uniform 6-3-3-4 system (six years of elementary school, three years of middle school, three years of high school and four years of college). The detail of each educational level can be described briefly as follows.

#### **A. Pre-school or Kindergarten level**

Kindergarten education is for children aged 3-5 years. Preschool education is not compulsory and is mainly provided by private institutions. Kindergartens may admit pre-school children who have reached the age of and have not attained the compulsory school age of 6. Nurseries (day-care facilities) also accept children below the age of 3 in need of daytime childcare for specific reasons (for example, both parents are working). Nurseries are welfare facilities established according to the Child Welfare Law and are operated under the authority of the Ministry of Health, Labor and Welfare (MEXT, 2005:1-2.)

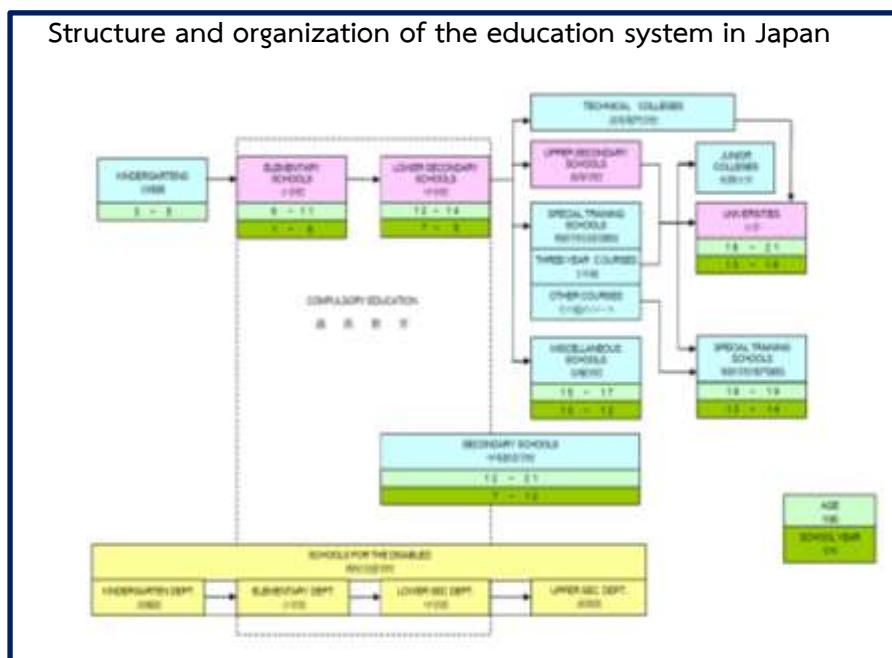
#### **B. Primary or Elementary level**

Elementary education is the first stage of compulsory schooling and all children between the ages of 6 and 12 are required to attend elementary school for six years. Almost all children are enrolled in public schools supported by local governments. (MEXT, 2005:.. 2.)

#### **C. Secondary education or Junior-high and high school level**

Lower secondary education is the final stage of compulsory schooling and caters to pupils between 12 and 15 years. Upon completion of lower secondary education students receive the lower secondary school-leaving certificate. All students having completed the three-year lower secondary program are entitled to apply to upper secondary schools (through the high school entrance examinations) or colleges of technology. Upper secondary education is not compulsory. There are three types of upper secondary school programs: full-time (lasting three years), part-time and correspondence courses. Part-time courses are mainly offered in the evenings. In terms of the content of teaching, upper secondary school programs can be broadly classified into three categories: general specialized and integrated. General education programs emphasize academic subjects, while specialized programs are designed to provide vocational and technical education for those students who have chosen a particular vocational area as their future career. These programs are further classified into several

categories, such as agriculture, industry, business, fishery, home economics, nursing, science and mathematics, etc. Integrated programs offer general and specialized education. In addition to the three-year lower or upper secondary school education that has prevailed until now, a unified lower and upper secondary school education became a part of the education system in April 1999, allowing students to enroll in a comprehensive secondary school offering a six-year program. Upon successful completion of upper secondary education students receive the high school certificate of graduation. (MEXT, 2005:2-3.)



**Figure 1. Japan: structure of the education system**

Source: Aichi Prefectural board of education. *Public education in Aichi*.

### The Basic concept of Educational Administration in Japan

#### 1. Organization of the Board of Education

In Japan, each prefecture and municipality has its own Board of Education to oversee matters related to education. These boards are independent of the governor or mayor and maintain the right to make their own decisions. Both of Boards of Education are the representative council (administrative board) made up of five part-time members (this number may be as many as six for prefectures or ordinance-designated cities and as few as three for towns or villages). The Board deliberates and makes decisions pertaining to educational matters. In order to maintain neutrality, each board member is appointed by the governor or mayor, subject to approval by the prefectural or municipal assembly. The Superintendent of the Board of Education oversees the specific execution of the Board's affairs. The Secretariat is

the organization under the Superintendent's jurisdiction in charge of handling these affairs. The main duties of the Board of Education are matters pertaining to the following:

- Establishment of schools and other educational facilities
- Management of educational assets
- Appointment, dismissal, and training of personnel at educational institutions
- Pupils entering and withdrawing from school
- Formation of a system for organizing classes and dividing school duties within each school, composing the academic curriculum, and handling textbooks and materials
  - School lunch program
  - Lifelong learning
  - Physical education
  - Protection of cultural properties
  - Surveys, statistics, and information concerning education; consultation about educational administration

Matters pertaining to higher education and private schools are not the responsibility of the Board of Education but of the governor or mayor. The Ministry of Education, Culture, Sports, Science & Technology (MEXT) can provide guidance and advice as well as financing to the Board of Education. The Ministry of Education, Culture, Sports, Science & Technology (MEXT) can provide guidance and advice as well as financing to the Board of Education. The organization of the educational administration, including the relationships between MEXT and the Prefectural and Municipal Boards of Education was mentioned. We can describe as followed the figures No.2 bellowed.

### Organization of Educational Administration in Japan

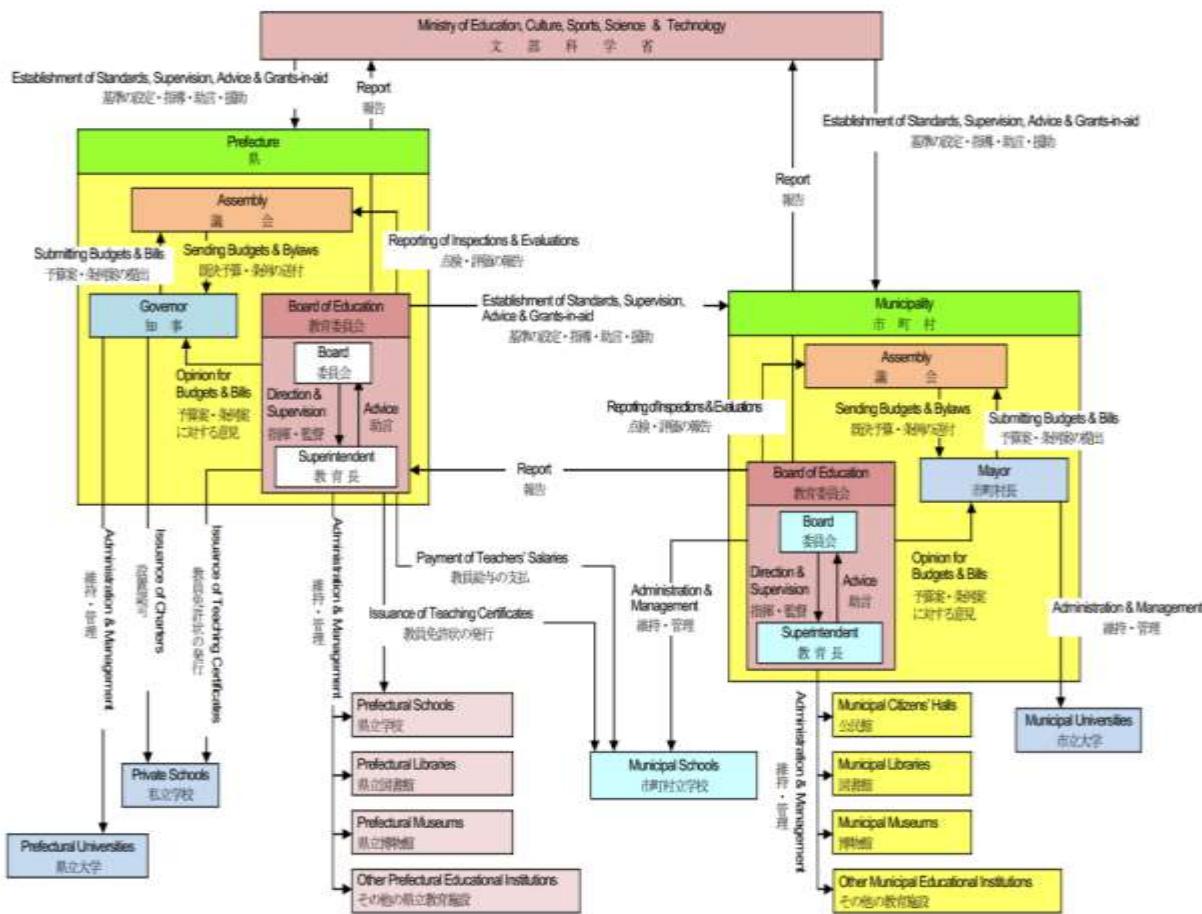


Figure 6 . Japan: Education Budget (Initial budget for the fiscal year 2013)

Source: Aichi Prefectural board of education. *Public Education in Aichi*.

## 2. The research result about comparing of the Similarities and Differences

The analyses of the systems being compared were done in the popular form under the titles: general goals, system administration and school structures as followed;

### 2.1 Comparison in Terms of Basic Principal for Education.

The Japanese basic principal for education was provided in the constitution of Japan and in the Basic Act on Education (revised in January 2008), in which are not found as definite listed items. On the other hands, those were defined in the descriptive pattern in general. The Japanese basic principal for education emphasized on the achievement the full

development domain of the citizen such as physically, mind and personality. In addition, all citizen achievement development should lie down on the peaceful and democratic society. Furthermore, all Japanese shall have the rights and equal in education those were provided for free in compulsory education. In contrast, the basic principle for education in Thailand was defined in Basic Education Core Curriculum, in which the basic principle for education in Thailand were given in six very detailed items were especially concentrated on the prospective general features of the Thai citizens, individual properties of the Thai society and professional features of the individuals. Moreover, the Thai basic principle mentioned about the proper and suitable curriculums those were in charge of empower Thais to be qualified and moral citizen. The similarity feature is the government who in charge of providing quality and flexibility education for free in compulsory education in all types. In contrast, the basic principle for education in Thailand was defined in Basic Education Core Curriculum, in which the basic principle for education in Thailand were given in six very detailed items were especially concentrated on the prospective general features of the Thai citizens, individual properties of the Thai society and professional features of the individuals. Moreover, the Thai basic principle mentioned about the proper and suitable curriculums those were in charge of empower Thais to be qualified and moral citizen. The similarity feature is the government who in charge of providing quality and flexibility education for free in compulsory education in all types.

## **2.2 Comparison in Terms of Education system and administration.**

As seen in Table 2, there were no differences between compared countries for the duration of compulsory education. Compulsory education contains just primary education in both Japan and Thailand that was total of 9 years and optional as basic education is 3 years (high school). The ages for compulsory schooling in Japan and Thailand also the same that is the age of 3. In addition, the education system is also the same; both Japan and Thailand educational are segmented along the lines of 6-3-3-4: 6 years of primary or elementary school; 3 years of middle or junior high school; 3 years of high school; and 4 years of university. In general, school in Thailand that provided the secondary education also so provided the both junior high (lower-secondary) school and high (upper-secondary) school in the same school, but nowadays there is a bit of change in providing the educational that is separating the high school from the junior high school as a fast track or talented school. The key purpose for this change is to allow high school to provide the education for the talented student as a fast track. Moreover, those new schools can conduct the special curriculum relevant to the principle of Education for all as mentioned in the basic national plan. Furthermore, in Japan, the schools will merge the 6-3 division between elementary and middle schools. The key

purpose for this change is to allow elementary and middle schools to pool or share their resources, with special regard to making available specialist teachers of middle schools to elementary schools.

On the other hands, the educational administration and providing the education for the local there are the great differences between Japan and Thailand those can be summarized as follow:

The bodies that bear responsibility for educational administration in Japan are at central government level, the Ministry of Education, Culture, Sports, Science and Technology (here after MEXT) and at local government level, prefectures and municipalities (cities, wards, towns and villages) as well as boards of education, which perform a leading role and are established as representative councils within each local public body to deal with educational matters those are boards of education. A board of education is one executive organ of a local public body, and it is specified that one such organ must be established within each ordinary local public body (Local Autonomy Law, Article 180-5 ①).

In contrast, the bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (here after MOI) and at the local body there are first type those were *Thesaban*, the basic unit of local authority in urban areas. The second type was sanitary districts (*Sukhaphiban*) in semi-urban areas. The third type was Provincial Administrative Organizations (PAOs) in rural areas. These three types were, as it were, ordinary local authorities distributed throughout the country. The fourth type was the Bangkok Metropolitan Administration (BMA) for Bangkok, the capital and the most urbanized city in Thailand. The fifth type was the City of Pattaya, an internationally known tourist destination (JICA.,2006:6-7) In addition, The Bureau of Local Education Administration under the Department of Local Administration is entrusted with the tasks of administering and managing primary education in the municipalities, whereas the Bangkok Metropolitan Administration is responsible for the management of primary education in Bangkok Metropolitan Areas with financial support from and under the supervision of the Ministry of the Interior. Besides, some of its departments are responsible for the management of education in specialized fields. Following the administrative reform of 2002, culture moved under the supervision of the Ministry of Culture.

### 2.3 Comparison in Terms of School Education

The Ministry of Education and Science (MEXT or Monbu-Kagaku-sho) prepares guidelines containing basic outlines of each subject taught in Japanese schools and the objectives and content of teaching for each grade. Revised every 10 years or so, these

guidelines are followed by schools nationwide. This is much different than the standards implemented in a state-by-state. Furthermore, in Thailand the responsibility for educational management in Thailand is under the mandate of the Office of the Prime Minister, the Ministry of Education (MOE), and the Ministry of the Interior. Following the most recent administrative reform (2002), the Ministry of University Affairs and the Office of the National Education Commission were incorporated into the Ministry of Education. Some public agencies under six other ministries (Defence, Public Health, Transport and Communications, Agriculture and Cooperatives, Justice, and Labour and Social Welfare) also take charge of the management of education in specialized fields or for specific purposes.(MOE 2004:26-27) By contrast, providing the elementary and secondary education for the local body in Thailand is a responsible of the Ministry of Interior, (MOI) in charge of managing, and, including supervision of the service of municipal education employees, investigations into the number of school pupils, arrangements for admission to and leaving schools, class grading systems, and the selection of textbooks.(JAICA,2006:6-7) Moreover, the Ministry of education shall be responsible for co-ordination and promotion of the local administration organizations' capability to provide education in line with the policies and standards required it shall also advise on the budgetary allocations for education provided by local

### The propose best practice in providing the education for local administration organization



## Discussion

### 1) The based line of proving the education for local government

As the research present the result of differences of how educational administration and providing the education for the local. The result show significant differences on providing the education for the local there between Japan and Thailand. The main agencies that take importance role in providing education for Local government is at local government level, prefectures and municipalities (cities, wards, towns and villages) those can implement effective performance on providing educational for all citizen in community under the supervising of the central government level, by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The missions of this Ministry (MEXT) consists in: fostering creative people with warm-hearted human nature specifically by advancing education and promoting lifelong learning; encouraging academic, sport and cultural activities as well as comprehensive progress in scientific technologies; and carrying out properly religious administrative affairs. These are causes of differences and effectiveness on implanting in Thailand. On the other hand, Thai local government is playing backward of authority on implementing of providing education for local government. The bodies that bear responsibility for educational administration in Thailand is at central government level, the Ministry of Interior, (MOI) and at the local body there are divided into many types as the researcher mentioned in conclusion part.

As similar to Orapin Sopchokchai (2550:9-10) stated over the past several decades that the Local government in Thailand attempted to improve the quality of life and eradicate poverty among rural people, One of the significant efforts was to establish a bottom-up approach that aimed to mobilize people's participation in community development aimed to mobilize people's participation in community development, but the goal has not been fully achieved yet. In addition, there are some rigid and complex administrative rules and regulations issued by the Ministry of Interior are difficult for local officials to understand and follow as they do not have much experience of the bureaucratic system. Moreover, M.C. Ircha and P. Eng, MCIP (2002: 3) stated that with the exception of the Bangkok Metropolitan and Pattaya city Area, few municipalities have an adequate tax base and funding sources to support local initiatives. This makes local government dependent on central government grants (both conditional and general). This dependence tends to tie local governments to national priorities and limits their autonomy.

### 2) The based line of comparison of providing the education for local government between Japan and Thailand.

There are importance issues those can be a causes of problems and barriers on proving education for local government on micro-study those are from the analyzing and synthesizing, information from in- depth interview, group discussion and school visiting are consistent in reflecting the problems were found. In addition, the difficulties in providing education for the local governments are consisting of following detail can be discussed.

### 3.1 Division of General Administration affair.

The schools under local government do not get the authentic authority in setting and stating the policy and education development plan for their school. In fact, they need to follow the local government or some schools are able to get those rights but those plans and regulations are lack of continuity. This is because there is a lot of changing in the management at all level especially in the level of policy making in very often Such as national government, the district administration, the Executive and local authorities including those related. Moreover, including others those related mainly to providing education lack of understanding on their role about providing education for local governments as they should. In addition, they still lacks of positive attitude towards the providing of education for local. Some local authorities are not structured in the local administration.

In addition, there are some local governments those are not stated the department in the own local administration to support and deal with the providing education in their work place this are caused of lacking of continuously and iteratively on management between local government and school under them. Next, there are some significant problems on lacking of information systems for modern education and benefits for the planning and educational administration. Moreover, some school under local government lack of cooperation and coordinate with the local administration unit iteratively including some related agencies are not directly responsible and an understanding of the genuine problem, as well as obstacles towards to the promotion of education for local government.

### 3.3 Division of Personnel Management affair.

There are long terms problems about Personnel management of local government such as lacking of qualified and professional teacher and educational staffs. Schools under local government cannot recruit professional and qualified teachers to teacher in school the cause are from the school need to followed local government recruit appointed, and then send to school, this are not the authentic of school need. According to professional development for teachers and education personnel under local government are also not qualified enough and powerful, so in school under local government faced with lacking of expertise and experienced teachers and educational staffs to provided quality education in

long term. Moreover, professional development for teachers and education personnel are also inadequate and lack continuity.

### 3.4 Division of academic affair.

Discussions of academic problems on providing education for local governments are from different potentials of each local government s and the competency of administration including the ability to earn money. According the significant problems as researcher mentioned above, lead to the quality of education directly. Moreover, the inequality of curriculum and instruction is one of education quality are found. The significant issue about these problems are from the curriculum is not comply with the requirements of their own local context and conditions. Most of school administrators are lack knowledge and skills in designing and creating curriculum and instruction. In addition, teachers lack the skill on preparing Individual Education Plan and lack of assessment and evaluation skills. Next, Lacking of suitable and authentic innovation and technology in teaching and instruction in teaching students in class were found.

### 3.5 Division of fiscal and budgeting affair

The allocation for the education of local government is not enough. Moreover, there are a lot of process in budgeting allocations or red-tape and take long time (delay) and lack of mobility. The caused are from there are some limitations in the law and Reimbursement Regulations and as well as school under OBEC. They need to wait for distributing budgeting from the local government body.

### 3.6 Professional development and career path

According to the Acts, teachers and educational personnel in 2547 related to the promotion of college teachers and education personnel. This does not cover the monthly premium for teachers to teach children with special needs, such as the Ministry of Education (MOE) has set forth clarified regulations. The teacher responsible for all children with disabilities has increased the workload. This cause impact to the special needs teacher wills get top-up work-load in teaching without any extra compensation as they should get. Moreover, there are some restrictions on the progression of the profession development were found as follow. According to, the current legislation would require teachers who teach special need children must achieved minimum bachelor degree, they will be paid monthly. This makes teacher, lack of encouragement and morale on teaching and working for local government.

### 3.7 Supervision follow-up and educational evaluation.

There is a huge amount of work and duties of the officers of Bureau of Local Government or Education Division due to staff shortages. Ensure the implementation of Supervisors to monitoring and following up the teaching of the teachers cannot be implemented efficient and effectively. Supervisors cannot meet the needs of schools and programs. The mission of supervising teachers in school ate on duty of school principals instead, so Supervising monitoring and following-up may not be consistent and there are not much suggestions and receive variety point of views from others.

In addition, the school or supervisors may not realize the authentic problems in instructional and teaching of teachers and students. The advantages of follow-up activities will be able to determine the significant problems of education. Moreover, there are similar obstacles and difficulty of supervising in schools under local government in Bangkok and others local government agencies.

### **Recommendation for providing education for local organization in Thailand**

#### 1. Suggestions for the policy implement level

- The Ministry of Education (MOE) and Ministry of Interior (MOI) should coordinately enact the supporting policy about providing the fiscal budget and manpower (staff) to the local area and the schools about educational administration for developed and improve the school quality in overview.
- The ministry of Education and Ministry of Interior should revise some relevant regulations to encourage and lead the schools to become more autonomous, more flexible and being efficiency especially in gathering the educational budget.
- The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should revise the guideline of students enrollment in the large school, because the number of the students may affect to the effective performance and the school quality.
- The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should provide or prepare the manual or the guided book about educational administration those can be used and adapt for management for the local body school and the school principal.
- The Bureau of Local Education Administration under the Department of Local Administration; Ministry of Interior should promote the co-ordination units those can be the

center and mentor office in charge of providing suggestions and giving advice for the schools in local area. Moreover, promoting the community networking in the local area those are being high potential performance and ready to become autonomous to participate in proving the education for the local body.

## 2 Suggestions for the operative level

- Every schools in the local area should assign the risk management as the priority work in educational administration, because this strategy can help every school deal and handle with uncertainly phenomenal the future effectively and efficiency.
- The School should encourage the staff in every level to extended their academic skill or further study.
- The school should encourage and promote the staff in every level to promote their academic rank by adapting the research based approach.
- The school should revise and improve the quality assurance in their school to become smart and up-to-date office by applying the new innovation and technology in educational administration.

## 2. The recommendations for further study

2.1 The analytical comparing study of the strategy in educational administration by the local government and adapts the research findings to improve the school implementation for providing the quality education or local body effectively.

2.2 The study of sustainability of the strategies of providing education by the local government for searching or the methodology to develop the strategy in educational administration continuously for sustainable model in school improvement.

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