The Guideline for Developments to Effective Educational Organization in Thailand

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Abstract

The purposes of this research were to determine: 1) factors of the efficient public sector management of educational organization in Thailand, and 2) the approach in the efficient public sector management of educational organization in Thailand. The samples were the 500 officers in the educational service area offices. The research instruments were the questionnaire. The statistical indexes used to analyze the data were percentage, mean, standard deviation, factor analysis, and content analysis. The research revealed that :1.The factors of the efficient public sector management of educational service area offices of 1) change management, 2) strategy changes , 3) efficiency plan by government, 4) leadership change, 5) risk management , 6) focus on service recipients and stakeholders , 7) focus on human resource, 8) effectives plan by government , 9) academic quality, 10) development personnel, 11) characteristics of organization, 12) support system change, and 13) efficiency as a indicator. 2. The application of the factors from the efficient public sector management of educational service area offices which was found appropriate, accurate, realizable and in conformity with the research has been proven by expertise.

Keywords: efficient management, educational organization in Thailand, efficient educational organization.

บทคัดย่อ

การวิจัย แนวทางการพัฒนาประสิทธิภาพขององค์การทางการศึกษาในประเทศไทย มีวัตถุประสงค์เพื่อทราบ 1) ปัจจัยการบริหารจัดการที่มีประสิทธิภาพขององค์การทางการศึกษาในประเทศไทย 2) แนวทางในการบริหารจัดการมีประสิทธิภาพขององค์การทางการศึกษาในประเทศไทย กลุ่ม ตัวอย่าง ได้แก่ สำนักงานเขตพื้นที่การศึกษา จำนวน 20 แห่ง ใช้วิธีการเลือกกลุ่มตัวอย่างแบบแบ่งกลุ่ม และใช้วิธีการสุ่มอย่างง่าย โดยมีผู้ตอบแบบสอบถามให้ข้อมูล สำนักงานเขตพื้นที่การศึกษาละ 25 คน รวม ทั้งสิ้น 500 คน สถิติที่ใช้ใน การวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่, ค่าร้อยละ , ค่าเฉลี่ย, ส่วนเบี่ยงเบน มาตรฐาน, การวิเคราะห์องค์ประกอบ และการวิเคราะห์เชิง เนื้อหา ผลการวิจัยพบว่า 1. ปัจจัยการบริหารจัดการที่มีประสิทธิภาพขององค์การทางการศึกษาในประเทศไทย ประกอบด้วยปัจจัยต่าง ๆ ดังนี้ 1) ด้านการบริหารการเปลี่ยนแปลง 2) ด้านกลยุทธ์การเปลี่ยนแปลง 3) ด้านประสิทธิผลตามแผนปฏิบัติราชการ 4) ด้านภาวะผู้นำการเปลี่ยนแปลง 5) ด้านการบริหารจัดการความ เสี่ยง 6) ด้านการให้ความสำคัญ กับผู้รับบริการและผู้มีส่วนได้ส่วนเสีย 7) ด้านการมุ่งเน้นทรัพยากรบุคคล 8) ด้านประสิทธิภาพของการปฏิบัติราชการ 9) ด้านคุณภาพวิชาการ 10) ด้านการพัฒนาบุคลากร 11) ด้านลักษณะสำคัญขององค์กร 12) ด้านระบบสนับสนุนการเปลี่ยนแปลง 13) ด้านประสิทธิผลตามตัวชี้วัด ตามลำดับ 2. แนวทางในการบริหารจัดการมีประสิทธิภาพขององค์การทางการศึกษาในประเทศไทย จากความคิดเห็นและข้อเสนอแนะของผู้เชี่ยวชาญ พบว่า ปัจจัยที่ค้นพบในการวิจัย มีความถูกต้อง, เป็นไป ได้ และใช้ประโยชน์ได้จริง

คำสำคัญ: การบริหารจัดการที่มีประสิทธิภาพ, องค์การทางการศึกษาในประเทศไทย, องค์การทางการศึกษาที่มีประสิทธิภาพ

Introduction

1.1 Introduction

Thai government had issued the Reorganization of Ministry, Sub-Ministry, and Department Act, B.E. 2545 which is effective from 3 October 2002 onwards. This law has defined the role, mission, and the new structure of government system in order to be able to improve the efficiency of administration and services to the people in accordance with the changing conditions of globalization (Roongtawan Prasaskarukarn, 2003). The Ministry of Education has reformed the education system and improved the bureaucracy of the ministry in response to the National Education Act B.E. 2542 (Amendment No.2, 2002) and the Reorganization of Ministry, Sub-Ministry, and Department Act, B.E. 2545, and also issued the Ministry of Education Regulatory Act, B.E. 2546 which is effective from 7 July 2003 onwards (The Ministry of Education, 2003).

The education reform in Thailand caused changes in the administration system of the Ministry of Education. It can be divided into 2 levels; 1) At the Ministry level, it has the authority to promote and supervise education at all levels and all types, to formulate policies, plans and educational standards, to support resources, and to monitor and evaluation. It is consisted of 5 sections; 1) Office of the Permanent Secretary for Education 2) Office of the Education Council 3) Office of the Board Basic education 4) Office of the Higher Education Commission 5) Office of the Vocational Education Commission. 2) For rural area level, there was the fusion of the Provincial Education Office, Provincial General Education Office, and Provincial Primary Education Office, District Education Office, King Amphoe Primary Education Office, altogether to become the Office of Educational Service Area for efficiency in management and suit for the condition of the area. It is an important mechanism to drive Education reform and reform of the public sector administration system The Office of Educational Service Area is responsible for education management directly and emphasizing the participation of local people as 'committee'. So, it is an organizational structure change that focuses on the participation of people from the different parts of society to administrate the organization.

The Office of Education Area has full administrative power, so it help to reduce work procedures, shorter command line for efficiency work, technology support from the central, services that are suitable for each local condition, using quality assessment as an organizational culture which focuses on effectiveness and efficiency to keep up with the changes and needs of people. However, power decentralization to different parts of the country still is not in accordance with the will of National Education Act as it should be (Ministry of Education, 2006). From a research study by the Office of the Education Council (OEC) and the Office of the Inspector General of the Ministry of Education found that The educational area is still unable to complete the mission as required by law due to many problems such as lacking of knowledge and understanding of roles and responsibilities between central agencies, Educational area, and educational institutions. Staffs still lack knowledge and understanding between regulations and practice. The delay of relevant legislation makes incorrect and unclear guidelines for managing human resource and the financial. Besides, it is found that each educational area faces problems in Personnel appointment in accordance with the number of jobs in each educational area; it is mostly dense in urban areas. Moreover, another problem is concerning the number of educational areas. They are less than the original structure. So it is more difficult in term of coordination, supervision and assistance of educational institutions as well as the relationship with the communities (Tonsricharoen, Nantiya, 2005).

1.2 State of problem

The results of administration and management of basic education of the Office of Educational Service Area were report by the Monitoring and Evaluation of Basic Education Management Office, the Basic Education Commission in the fiscal year 2006 of 175 educational areas. Administrative problems; didn't really apply the concept of the bureaucracy development to practice. Personnel problems; lack of understanding of the implementation of the performance framework, Financial problems; Lack of financial support, Academic problem; Staffs are not developed continuously. Besides, there are suggestions from the Educational area representatives; there was an overlap of responsibilities which increase workload for the educational area and make staffs confuse in their new duties (Bureau of Monitoring and Evaluation, 2007).

Decentralization of administrative power and Education management to the responsible agency, the research studies and reports of the relevant agencies indicated that Thailand Education Plan is inefficient and ineffective which caused from lacking of working competency in the framework that emphasize on the overall quality of the development of public administration quality (OBEC, 2007) Therefore, it is necessary to study the factors related to the quality of public administration which is effective to be a guideline for further development of educational organizations in Thailand.

Objectives

The purposes of this research were to determine: 1) factors of the efficient public sector management of educational organization in Thailand, and 2) the approach in the efficient public sector management of educational organization in Thailand.

Literature Review

This research is to develop tools for modern administration to increase performance of educational organizations in Thailand. The researcher synthesized conceptual guidelines, government administrative tools which are widely used and adopted by the government sector for developing and upgrading the working process and to build the sustainability of the working system, raising the standard of the government agencies. The conceptual framework for the present study is as follow: **1.The criteria for quality of public administration.** It is an application of the principles and concepts according to the United States National Quality Award, Malcolm Baldrige National Quality Award (MBNQA) and the National Quality Award of Thailand; Thailand Quality Award (TQA) to be used in accordance with the direction of the development of the Thai government system in accordance with the strategic plan Thai government system development (Office of the Public Sector Development Commission, 2007).It is a comprehensive approach to the management system to the overall operation of the organization consists of 2 topics: organizational characteristics, and challenges to the organization. 2) The criteria for quality of public administration (Office of the Public Sector Development Commission, 2007) consists of 7 Categories: Category 1 Organization Category, 2 Strategic Planning Chapter, 3 service recipients and stakeholders Category, 4 Measurement, analysis and knowledge management, Category 5 Human Resource Focus, Chapter 6 Process Management, Category 7 Outputs (Office of the Public Sector Development Commission, 2007) **2. Balanced Scorecard.** The use of the Balanced Scorecard (BSC) begins with the organization's admin team do two important tasks together which are to set up the scorecard table and use that table for assessment. The admin team creates objectives, and measurement of four

perspectives including financial, customer, internal business process and, learning and growth. (Decharin, Pasu, 2003) An Organization s Vision and Strategy was verified into objectives, and measurement which will reflect the organization working pictures included 4 perspectives; financial, Customer, internal business process, learning and growth. Each perspective must defined indicators included objectives, measures, target, and initiative. And these four perspectives are defined as the framework of the Balanced Scorecard (BSC) which is rational and balanced in relation to the vision and strategy of the organization. (Kaplan and Norton, 1996) Making of Balanced Scorecard (BSC) framework is based on the frameworks of four perspectives. Details are summarized as follows. The Scorecard consisted of 4 perspectives; 1) Financial perspective is a collection of financial situation data which was the information that happened in the past. It will not reflect the image that should occur in the future (Vision), so it is not a confirmation that such situation will happen in the future. 2) Customer perspective is information about the image of the organization, the satisfaction of the customers or service recipients, mostly is the output of the organization. 3) The internal business perspective is information about the operational system in terms of efficiency, effectiveness, and innovation information used in the organization, so it is often information about the process.4) Learning and growth perspective is mainly related to inputs of the organization, such as personnel development, technology systems, and employee satisfaction (Kaplan and Norton, 1996) **3.Risk management.** In risk management, there must be an assessment of the opportunity of the risk and the risk management must be designed to have the suitable process before the actual operation.

Westerman's Risk management consists of 4 concepts as follow; 1) Risk identification refers to finding problems which caused risks and affected users in terms of physical, mental, emotional and social Including spiritual aspects. The way to retrieve information can be done via the complaint letters, interview, Incident reporting, Questionnaire design, study the related documents. 2) Risk analysis refers to the analysis of the frequency, severity and importance of each event. How frequent and how severe was the events.3) Risk treatment refers to searching for strategies to deal with the risk. Various strategies that will be used must be consistent with the organization's policy and goals.4) Risk evaluation refers to an assessment of risk treatment by evaluate whether the incident of risk can be decreased. The past events were reviewed to see the success rate of risk treatment as well as considering which incidents were unsuccessful to find out a strategy to prevent or reduce them appropriately (Westerman, 2006). Gray and Erik W. Larson suggested 4 steps for risk treatment; Step 1: risk identification, Step 2: risk assessment, Step 3: risk response development And, Step 4: risk response Control. Smith P. and Merrit G. divided risk management strategy into 5 steps; Step 1: Identifying risks by considering the impact and opportunity, Step 2: analyzing the risks by considering the probability and the sum of the damage, step 3: prioritizing risks and mapping risks, step 4: The fourth step is to analyze the risks by planning to classify the risks, avoiding risks, transferring the remaining risks, and reducing the risks. Step 5: Risk monitoring and control; assessing the status and risks of canceling goals (Smith P. and Merrit G.Proactive, 2002). **4. Change management** is to deal with situations both inside and outside the organization to be in accordance with the change appropriately which lead to effective and efficient organizational development. Consider what elements need to be changed. There are 6 important aspects: 1) goals and strategies, 2) technology, 3) job redesign, 4) structure, 5) process, 6) people. Psychologists, (Kurt Lewin, 1951), suggested 3 phases of process of changes; 1) Unfreezing is the time that all staffs have to acknowledge the necessity. It is the process that the

organization was in the trouble at that time. The crisis urged the parties to accept the need to be changed.2) Changing phrase; this phrase brings plan and technique to practice for being changed and archive the goal.   3) Refreezing phrase is to maintain the change and make it a part of the organization. There are 7 effective changes are as follows:1) Brainstorming identifying organization problems and solutions.2) Create a shared vision the way to manage the organization. 3) Who is the leader. 4) Focus on outputs Not input. 5) Starting the change from a small point and then spread to other parts without any pushing from the top.6) Establish success by using official policies, system and structure. 7) Monitor and adjust strategies that reflect the problems that occur in the process. (Beer, Michael, Russell A. Eisenstat, and Bert Spector, 1990)
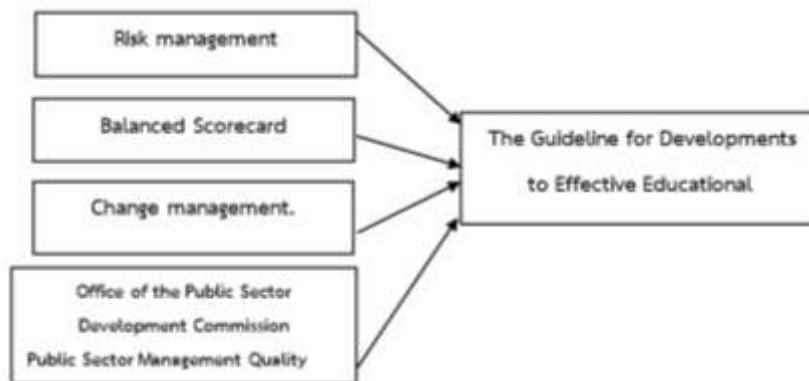
Figure 1 Conceptual Framework

Synthesized conceptual for the guidelines of research

Materials and Methods

The objectives of this descriptive research were to examine the factors of the efficient public sector management of educational organization in Thailand, and to find the approach in the efficient public sector management of educational organization in Thailand. Population for this study included 185 Offices of Educational Service Area under the Office of the Basic Education Commission, Ministry of Education of Thailand. The samples consisted of 20 Offices of Educational Service Area via cluster sampling. The sampling method was shown as follow; 1. Divide the population according to the inspection area which are the inspection areas 1-19 and Bangkok (Ministry of Education, 2008), 2. Randomize each province in the inspection area using simple random methods, 3. Randomize the study areas from 20 provinces and then use a simple random sampling method by drawing lots for 20 educational areas, 4. Determine the relevant people in the management of the educational service area office as the key informants of the research study, including the directors, deputy directors, group leaders, and staff of the Office of Educational Service Area. 25 key informants from each area were selected. The total numbers of the key informants were 500.The variables for this study were the variables related to the management of public sector 4 factors, namely, 1. Government quality management criteria, 2 balanced scorecard, 3 change management, 4.risk management. The tools used in the research were questionnaires. Before used, they were tried out with 2 educational area offices with 50 informants. And then test confidence the questionnaire according to Cronbach's method (Cronbach, 1984) using the alpha coefficient (α-Coefficient). The obtained confidence was .908. SPSS program was used to analyzed the factor for Factor with the use of "PCA" component extraction (principal component analysis). The

statistics used were frequency, value, percentage, mean ($\bar{x}$), and standard deviation (S.D.). Analyzing data obtained from open-ended questions, the other suggestions on the effective public administrative factors of the Office of Educational Service Area and approaches for improving it, the researcher presented the contents and approach to the experts for consideration and inspection. The researcher used content analysis method for qualitative research to complete this research study.

Results

1. Document Analysis and Information from expert inquiry method

This part was a Literature review; the researcher explored the previous studies from various sources and related academic documents to gather information related to effective government management of the Office of Educational Service Area, The researcher found 257 interesting issues. After that, those issues were presented to 5 experts in the field to give comments and suggestions. Then, the researcher summarized the factors of effective government management of the educational service area office. It found 155 issues.

2. Analyzing data from questionnaires

The results of general data analysis of Key informants from the 20 offices of educational service area: The Key informants included Director, Deputy Directors, Chief of staff of the Office of Educational Service Area. The researcher sent 500 questionnaires and 475 of them were returned (95%) classified by gender, age, education, marital status and work experience by frequency and percentage. It is found that; 1) Respondents were 57.26% male, and 42.74% female respectively. 2) Respondents were in their 51-60 years old (36.42%), 41-50 years old (35.58%), 31-40 years old (26.95%), and 20-30 years old (1.05%), respectively.3) Respondents were 50.53% Bachelor's degree, 49.26% master's degree, and 0.21% doctoral degree. 4) 46.32 % of the respondents were staff of the Office of Educational Service Area, 28.42 % were head of the Office of Educational Service Area, 21.05% were Deputy Director of the Office of Educational Service Area, and 4.21 % were Director of the Office of Educational Service Area, respectively.5) 38.32 % of the respondents have 5-6 years of work experience, 23.79 % of them have 1-2 years, 20.21% of them have 3-4 years, 17.68% have less than 1 year work experience, respectively.

Data Analysis on the criteria of quality of public administration of the Office of Educational Service Area, the researchers analyzed from the mean ($\bar{x}$), standard deviation (S.D.) and the level of practice as the following; the respondents have characteristics that match the realities of effective government management of the Office of Educational Service Area at high level ($\bar{x}$ = 4.01, S.D. = 0.40). Considering item by item, it was found only the first item clearly indicated duties and responsibilities of each department in the educational area office at the highest level ($\bar{x}$ = 4.25, S.D. = 2.32) with an average between 3.95 - 4.25 and the standard deviation between 0.20 - 2.32. It is indicated that the opinions of the respondents about the effective public administration of the Office of Educational Service Area are consistent.

Data analysis using factor analysis techniques with a preliminary agreement as the following; the relationship of variables is determined by the value of KMO and Bartlett 'Test. In this case, the value of Kaiser-Meyer-OLkin Measure of Sampling Adequacy (MSA) is between 0 and 1. The second statistic is Bartlett's Test of Sphericity. It is used to test the variables whether they are related to each other. From the analysis the factors that influence the effective public administration of the Office of Educational Service Area, the results are as shown in the table below.

Table 1: The table shows Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the factors that influence the efficient public sector management of educational organization in Thailand

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.8700
Bartlett's Test of Sphericity	Approx. Chi-Square	52777.2506
	df	11935
	Sig	0.0000

From the table, The KMO test results are 0.8.700. The Bartlett Sphericity Test found that Chi-Square was statistically significant (Sig <0.05). The results indicated that the correlation matrix of each variable was related. Therefore, data can then be analyzed further. The Analysis of 155 variables of effective public administration factors of the Office of Educational Service Area, the preliminary agreement are Eigen values higher than 1.00 and Factor Loading higher than 0.50. An exploratory factor analysis was carried out by using the methodology for the Factor Extraction analysis with Principal component Factoring: PCF as well as the orthogonal rotation with Varimax with Kaiser Normalization found that effective public administration factors of the Office of Educational Service Area can be categorized into groups according to the opinions of the sample groups. The factors with weight value of 0.5 or more, namely;1) Change management: 19 variables,2) Change strategy: 15 variables,3) Effectiveness according to the government action plan: 14 variables,4) Transformational leadership: 11 variables, 5) Risk management: 12 variables, 6) Customer and Stakeholders focus: 11 variables , 7) Human resource focus: 11 variables,8) The efficiency of public service: 9 variables, 9) Academic quality: 6 variables, 10) Personnel development: 5 variables, 11) organization images:7 variables, 12) Change support system: 5 variables, and13) the effectiveness indicators 5 variables, respectively. There are 13 factors, and 130 variables in total.

3. Analysis, examination, and finding the right approach by expert inquiry method

Researcher presented the draft of factors of the efficient public sector management of educational organization in Thailand after analyzed and developed for being suitable and possible in part 2. The draft was inspected by the 50 experts in term of appropriateness, possibility, validity, and application as well as suggestion and criticism for being improved.

The sample groups were selected by their performance assessment from the top three- educational service area offices, including the first Nonthaburi area 2, the second Uttaradit area 1, and the third Nakhon Pathom area 1. The key informants were the director, deputy director, head of staff, and the staff of the educational service area office. There are 10 key informants from each area. So, the total informants in total were 30. The result was found that the experts had considered the appropriateness of the administrative factors of the educational area that there is a possibility to be applicable. Then, they gave comments, suggestions, and criticism to be improved for getting the appropriate factors. The experts considered the suitability factors of the effective public sector administration of the Office of Educational Service Area, provided suggestions, and criticisms for improving to get the appropriate factors. They also gave additional opinions for each factor, namely, 1) An important thing for modern organization is to understand nature and characteristics of the organization and change, have to realize that organization is constantly moving and therefore it needs to be changed, updated all the time, and recognized the concepts of the organizational system very well. The educational organization must be transformed in accordance with the situation

that always changes well, appropriately, and practically. 2) Most staffs are looking forward to hear the changing order. The executives often disagree with the plan from different parts. The transformative leader is often working alone, no back up as it should be. Those who disagree with him are often those who have power in the organization, cannot fix, and sometimes cannot see where the organization should go.3) Being a transformative leader is not easy. Most of leaders do not want to change, focus only on routine tasks, have never been a model, centralized the power, look for benefits just for himself and his relatives. So, the transformative leader requires training for dealing with change.4) Risk management has not been implemented seriously. It is an awaited plan to be processed. Risk is considered as far-reaching. It is an academic task rather than a guideline for operation. So, it needs to have model of risk management to follow.5) Customers and stakeholders focus: the importance of the operation must be supported by all parties. The executive must be a good model in the operation. If there is a lot of routine work, other workloads need to be reduced. Furthermore, it is important to have the customer service unit. 6) Human resource development model is still underdeveloped. There is no certain format of training.

The senior staffs should have technique to transfer knowledge to the next generation. Other problems included low welfare, hard work, and the corruption in recruiting process.7) Make an official term of responsibilities (TOR) which suitable for the effective assessment criteria of the organization, the assessment of the official performance should be ranked both inside and outside the workplace in order to stimulate the staffs who work in the educational service area office.8) The National level assessment is not consistent with the real classroom management. Academic quality development is related to the development of teachers' quality. Teacher's training quality must be trained. 9) Personnel development: The organization must have a system for evaluating the performance of individual staff. There are plans to prepare staff for becoming an administrative position without any bias, and provide the opportunity for every staffs to improve their knowledge. 10) Working atmosphere is important because good atmosphere supports learning. Technology support is still not covering all area. 11) Executives support for transforming the organization is not continuous and the Administrative executive is not focus on the good governance in the work place to maintain the change. 12) Education for disadvantaged children in deprived areas is still not cover ,driving Teacher and educational personnel training institution to become the public organization is not yet concrete, it is more important to make the indicator clear, data and information should be more appropriate and up-to-date must be carried out. The weight of the variable's factors and the expert's opinions can be summarized to be an effective public administration approach for the educational organization in Thailand. 1) The approach for Change management; Executives strengthen the atmosphere of changing. Executives and staffs formulate strategies that are suitable for the change plan. The executives give passion to staff.2) The approach for Change strategy; Executives support working as a team. All staffs work as a part of the team. 3) The approach for Effectiveness according to the government action plan; Support the educational institutions under the area to have quality standards from the Office of National Education Standards and Quality Assessment (ONESQA).4) The approach for Transformational leadership; Executives build morale for staffs. They use various techniques to communicate for clearly understanding about the changes. 5) The approach for Risk management; Construct a system to manage risks related to services and operations of government agencies. 6) The approach for Customer and Stakeholders focus; Measure customer and stakeholder's satisfaction, follow-up to get

feedback about service quality, make a direct contact with service customer and stakeholders 7) The approach for Human resource focus; plan for preparing personnel to the administrative positions, Train staff in the local to get higher rank, held a personnel development activity as in accordance with the action plan for being balanced between the goal and the requirement.8) The approach for The efficiency of public service; Implementing of energy saving measures of government sector, transferring organizational indicators and goals to individual, do a cost per unit of production. 9) The approach for Supporting academic quality; Promoting the development of teaching and learning Thai language, mathematics, science, English and educational technology.10) The approach for Personnel development; Executives and supervisors play an important role in helping their staffs to achieve their professional progressions. Also, they have to evaluate their staffs on working competency performance and personnel development individually. 11) The approach for building organization profile; Define an exact terms of collaboration between your organizations and the Educational service area commission, Do SWOT analysis of your organization. 12) The approach for Change support system; Executive and staff make change continuously and maintain that change. 13) The approach for the effectiveness according to indicators; Conducting basic national educational tests, and National basic educational test, according to the national education standards for grade P. 3, P. 6, M. 3, and M. 6.

Discussion

The present study, the efficient public sector management of educational organization in Thailand, indicated that The Effective factors for Public Sector Management of Educational Service Area Offices consists of *13* factors with *130* variables, as an approach that consistent with the improvement of operations of the government agencies. The OECD (Organization for Economic Cooperation and Development :) has proposed the following actions; *(1)* Upgrade; improving human resources management, start from the recruitment, training and recruit people with competency and ability, motivate them to apply for jobs and appropriate salary. *(2)* Employees or staff should participate in decision making process as well as in management. *(3)* Use the control measures for forcing employees to perform their duties to achieve their goals. *(4)* Use information technology as well as receive feedback from customers including offer quality services. Beckles, Gina Wilson proposed that the better service makes the customer be ready to pay for the service. It is the result from the good managing process of the government organization. This research will be useful for formulating an effective public policy and effective policy implementation which can be applied to specific customers *(Beckles and Gina Wilson, 2000)*. However, the limitations of the general relationship between economic, social, and political factors are related to the acceptance of government policies, digital government technology, especially, in which related to the law. In addition, It is also found the relationships between significant variables, general innovative potential, and professional administration. These are likely to lead the use of digital government technology. Therefore, change management is a management tool that can convey concepts through real practice effectively. Moore mentioned that characteristics of change are; (1) Change which occurs in any society or culture is quick and stable. *(2)* When a chain of change happens, there will be a continuous effect. (3) Change might occur everywhere. It plays an important role to people and culture of that society *(Moore, 1965)*. Lunenburg and Ornstein presented that the Educational Service Area play a crucial role in school reform, including *4* areas as follows: 1) school based management, 2) curriculum and instruction, 3) school time, 4) others *(Lunenburg and Ornstein, 1996)*. The noteworthy issues from this survey research

report are that the educational reform will be occurred in school only when the executive of Educational service area is stable, ability to follow the philosophy, goals, and reform policies continuously for many years. From the findings of this researcher found that the discovered variables and the important obligations of the Office of Educational Service Area from abroad are consistent. Candoli, Cullen and Stufflebeam identified 7 important functions of the Educational service areas in the United States; 1) planning function, 2) delivery function, 3) evaluative function, 4) management function,5) communication function, 6) instructional support function, 7) non instructional support function (Candoli, Cullen and Stufflebeam, 1994). Wood summarizes the roles of the British Local Educational Administration (LEA) in term of increasing their efficiency and quality of the school as the following; 1) make value and develop new approach, 2) stimulate and create culture of development, 3) determine the clear focal point of development, 4) support long term development of school quality and performance, 5) provide suggestions and choices for school quality development, (6) synthesize the goals and results of the action plan assessment, 7) follow up and supervise the school's operations. Therefore, the Director of the Office of the Educational Service Area has an important position in administrative role (Wood, 1998). Also, Thai scholars have presented the possibility of management guidelines for effective education in Thailand. From the analysis results and synthesize the ideas of experts, it is confirmed that the clarity of application in the performance of educational organizations in Thailand (Rungtawan Prasaskarukarn, 2003) pointed out that Civil servants' attitudes are important issues; people are uneducated in monitoring public sector works, lack of good public relations to drive the policies to reform the bureaucracy, and the operation is not continuous. Civil servants do not have a conscience and good attitude in providing public services, and coordination between central agencies and regional agencies. The cause of the problem according to priority is including, the lack of a clear understanding of bureaucratic reform for civil servants and people; usually depend on politicians influences in implementing the government reform.

Suggestion

1. The Office of the Basic Education Commission is suggested to bring the efficient public sector management of educational organization in Thailand which is an approach to improve the management system of public sector to be more effective with a focusing on policies that are relevant and appropriate to the context of the subordinate agencies. The Office of Educational Service Area is able to apply The efficient public sector management of educational organization in Thailand to formulate the policy of the Office with awareness on the environment and context of each Office of Educational Service Area. At school level, the school administrators can use The efficient public sector management of educational organization in Thailand to formulate a policy or school development plan to improve their school's effectiveness. Furthermore, if there is any organization interested in developing their organization can also apply the approach too.

2. The Office of the Basic Education Commission is recommended to apply the efficient public sector management of educational organization in Thailand to develop the organization and institute change. Educational Service Area Office is recommended to apply and precede the efficient public sector management of educational organization in Thailand immediately with an awareness of each area context. At school level, a school director can apply the efficient public sector management of educational organization in Thailand to develop the school to be more efficiency. Furthermore, if there is any organization interested in developing their organization can also apply the approach as well.

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