

Administration of the Educational Institutions that Promote the Operations of Student Affairs under the Secondary Educational Service Area Office, Area 1

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Abstract

This article objective to: 1. study the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1; 2. compare the opinions of the administrators and teachers regarding the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1; and 3. research suggestions for educational institution management that support the management of the school's student issues. The population consisted of 5,002 administrators and teachers, out of which there were 298 respondents. The instrument used was a questionnaire with three parts. The tools used are questionnaires, statistics, frequency distribution, percentage, Mean, standard deviation, comparing one-way ANOVA, and content analysis.

The research results were found as follows:

1. Overall, the administration of the educational institutions that promote the operations of student affairs in all five dimensions was conducted at a high level. The study of each dimension showed that staffing was conducted at a high level, followed by leadership and control, respectively.

2. The comparison of the opinions revealed that the administrators, group leaders, and teachers with different job positions and different education levels did not have different opinions on the administration of the educational institutions that promote the operations of student affairs.

3. Suggestions for educational institution administration that promote student affairs operations Planning should provide opportunities for those involved in student affairs to participate in plans that are

consistent with student affairs operations. Organizing should continually develop skills and knowledge for student development. Leadership should systematically monitor performance according to the learner development plan. Personnel management should create a collaborative network of parents, communities, and other agencies. for student development. Control should use the PDCA operating system. to organize student affairs and continuously monitor them.

Knowledge/findings from this research: School education administration indeed relies on management principles across five key dimensions: planning, organizing, leadership, personnel management, and control. Among these, personnel management holds particular significance for student affairs management. Educational institution administrators can effectively apply personnel management principles to promote student affairs through factors such as: 1. Participation from All Sectors: Encouraging active involvement and collaboration from various stakeholders ensures that student development efforts align with the overarching goals set by the educational institution. 2. Empowerment and Support: Empowering personnel involved in student affairs with the necessary resources, authority, and support enables them to execute their responsibilities effectively. 3. Communication: clear communication and motivation facilitate transparency and accountability, fostering a collaborative environment conducive to achieving desired outcomes. 4. Professional Development: Investing in the professional development of personnel involved in Student affairs equips them with the skills, knowledge, and competencies necessary to address the diverse needs of students effectively. Continuous learning opportunities enhance their capacity to support student growth and success.

Keywords: Education; Education Administration; Student Affairs; Secondary Education; School

Introduction and significance of the problem

The educational reform under the National Education Act, B.E. 2542 (1999) and its amendments (No. 2) B.E. 2545 (2002) has the main objectives of developing all Thais to become complete citizens, physically, mentally, intellectually, learnedly, morally, ethically, and culturally, in order to live happily in harmony with others; promoting the Thai society to be a learning society; encouraging all segments of the society to participate in the educational administration and management by defining policies and action plans to enhance their quality. In addition to academic management, general administration,

budgeting, and human resource management, student affairs management is another key mission of the school administrators, educational administrators, teachers, and personnel in the educational institutions to provide various services and organize diverse student activities that encourage the students to have desirable characteristics in addition to curriculum-based instruction. With today's fast changing social conditions, it is a challenge for the administrators, teachers, and personnel in educational institutions. They need to reconsider the concepts, objectives, and processes of student affairs management to ensure that the provision of services and student activities can support and encourage learners to receive appropriate development. Student affairs administration serves as a vital tool for developing students' potential, fostering life skills, and cultivating analytical thinking. Educational institution administrators play a pivotal role in collaborating with teachers and personnel to organize diverse services and activities aimed at ensuring quality student experiences. This collaboration is essential as it facilitates the coordination of efforts across different sectors within educational institutions. By working closely with teachers and personnel, administrators can effectively design and implement initiatives that cater to the holistic development of students. These initiatives may include academic support programs, extracurricular activities, counseling services, career guidance, and community engagement opportunities. Through such comprehensive offerings, students are provided with opportunities to enhance their skills, explore their interests, and develop critical thinking abilities. The organization of various services and activities within educational institutions is crucial for ensuring quality and effectiveness. Administrators must prioritize the coordination and management of these initiatives to create a supportive and enriching environment for students. This commitment to quality student affairs administration not only enhances the educational experience but also contributes to the cultivation of valuable human resources. Ultimately, the impact of student affairs administration extends beyond the individual student to encompass broader societal development. By nurturing the potential of students and equipping them with essential life skills, educational institutions contribute to the advancement of national development goals. Through collaborative efforts between administrators, teachers, and personnel, student affairs administration serves as a catalyst for fostering capable and empowered individuals who can contribute meaningfully to the progress and prosperity of their communities and nation.

To the extent that the operations in all educational institutions will achieve the goals set forth, the administrators of educational institutions must use appropriate management strategies to strengthen

the educational institutions in order to become the centers of academic excellence, equipped with efficiency and comparable potential or being ahead of other educational institutions to the point of being recognized and applauded by the society as a whole (Sompit Ho–Ngam, 2007) The development of students, physically, intellectually, emotionally, socially, and mentally is the important duty that must be provided by the educational institutions to the students in parallel with the provision of knowledge according to the prescribed curriculum. The administration of secondary school student affairs, both public and private, has been continually conducted. The objectives of student services and activities include the following: 1. Provide services and assistance to students to ensure their enjoyable school experience until graduation. 2. Prepare students to apply their knowledge and skills in solving future problems and in their lives. With regard to the concept of the roles and duties of the school administrators (Wipanun Thongcharoen, 2012), the role of executive management is essential to motivate and support successful administration. The roles of the administrators of educational institutions in view of educational reform, with students as the focus, can be summarized as follows: 1. Leadership in moral development, ethics, and desirable characteristics. 2. Leadership in management by adhering to the school–based management approach. 3. Leadership in technological application in learning management. 4. Leadership in academic development. 5. Leadership in coordination with the community. 6. Leadership in democratic management through teamwork and encouragement of active participation by all. 7. Leadership in educational management based on the organization’s creative identity. 8. Leadership in quality management to ensure participation by all in thinking, making decisions, taking action, and responsibilities with focus on learner–centric development. 9. Leadership in building morale and motivation for personnel to bring about change in the culture of learning and exchange of knowledge. 10. Leadership in procuring budget to support joint development of the quality of education. As the operations of student affairs are particularly important and necessary, the administrators should pay special attention, in addition to instruction, such as providing services and welfare to students, organizing various activities to enrich students' lives by providing extracurricular experiences for students, which will also constitute the scope of the work of student affairs. Based on the study by Nuttanon Khakai (2019) on guidelines for managing participatory student activities at Thepbodin School, Watiya Chiang Mai, the process of managing student activities can be outlined as follows: 1. Effective Support and Encouragement for Participation: The first step involves providing effective support and encouragement to foster participation from all stakeholders involved in organizing student activities across various

sectors. 2. Joint Thinking and Planning: In the second step, stakeholders collectively engage in joint thinking and planning sessions. This collaborative effort aims to develop plans for organizing student activities in alignment with the annual plan. 3. Participation in Activities: The third step emphasizes active participation in student activities by individuals from all sectors. This inclusive approach ensures widespread involvement and engagement in the execution of planned activities. 4. Evaluation and Summarization: Following the implementation of student activities, the fourth step involves participating in the evaluation process and summarizing the results. This allows stakeholders to assess the outcomes of the activities and identify areas for improvement. 5. Mutual Benefits and Reciprocity: The final step emphasizes the importance of mutual benefits and reciprocity among participants. Engaging in student activities should result in shared advantages and positive outcomes for all involved parties. The same Phokumnird (2015). A Study on Problems and Guidelines for the Development of Student Affairs Management in Agriculture and Technology Colleges under the Office of Vocational Education Commission. The first issue: The strategic development and guidelines for student affairs management should: 1) organize the meeting to exchange ideas and recommendations in student management. 2) Skilled and knowledgeable personnel should be selected. 3) Useful activities should meet students' interests and needs.

The information presented above eloquently emphasizes the critical role of student affairs administration within educational institutions, particularly amidst significant social, economic, and political changes impacting student learning. The significance of student affairs administration, especially in today's dynamic marked by rapid societal transformations affecting the comprehensive development of today's youth, looms large, making student affairs management a cornerstone responsibility for educational institution administrators to ensure effective student affairs. Through policymaking, strategic planning, control measures, and evaluation, administrators can establish an environment conducive to nurturing desired student characteristics. educational institutions as pivotal agents in shaping well-rounded individuals equipped to navigate the multifaceted challenges of contemporary society. This proactive stance not only amplifies student success but also aligns with the societal objectives of resilient and adaptable citizens. In essence, student affairs administration serves as the bedrock of educational institutions' missions to develop the potential of every student of the future.

The importance and necessity of student affairs administration .That affects the management of educational institutions in carrying out student affairs management to be successful. The researcher is

therefore interested in studying educational institution administration that promotes student affairs operations at the secondary educational to know the current state of student affairs administration. To provide information for executives Teachers and personnel in educational institutions to improve and develop the management of educational institutions that promote Support student affairs administration to be efficient and achieve the objectives of educational institution administration.

Research objectives

1. Study the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1.
2. Compare the opinions of the administrators and teachers regarding the administration of the educational institutions that promote the operations of student affairs. under the Secondary Educational Service Area Office, Area 1.
3. To research suggestions for educational institution management that support the management of the school's student issues.

Research hypothesis

Administrators and teachers with different levels of education and positions. They had different opinions towards the school administration that promoted the student affairs operations of the school.

Literature review

The researcher studied the documents, data, textbooks relating to the principles and processed of organizational management, then analyzed and synthesized them to formulate the research conceptual framework. Some of the examples were as follows:

1. Fayol (1925) presented the POCCC theory consisting of five processes of organizational management to achieve the organization's total functionality and success, namely:
 1. P–Planning: Formulation of an action plan or a course of action from beginning till the end, covering all processes as a guideline for future work. The planning will derive from vision combined with imagination based on forecast management which will be translated into the action plan and goals to be successfully achieved.

2. O – Organizing: Determination of job positions, missions, duties, responsibilities, as well as the number of personnel to cover the entire work flow, including the positional and organizational structures to arrange the order of management and hierarchy. If the organization is systematically managed, with a clear division of work, with no overlapping, and with complete assignments, and sufficient number of personnel, work will be more efficient and has a high chance of achieving success.

3. C – Commanding: The organizational management and work structure will present a clear chain of command, priority, as well as hierarchy to give orders because a large group of personnel require a supervisor to make the work run smoothly, control, give orders, oversee the holistic picture, as well as be vigilant on possible problems to find immediate solutions. Another advantage of having the mandate to command is that it provides timely decision-making. The decision-maker must be able to conduct prudent analysis with resolute, quick decisions as well as take responsibilities for the decisions made. Good supervisors can create motivation to work, understand and pay attention to the subordinates, encourage, and stand by to support in times of crisis.

4. C – Coordination: The obligation to link all works and operations, including manpower to work well with one another, steer them towards the same goal, and accommodate smooth implementation to achieve the targeted results. Lack of good coordination may lead to failure. After the structure is established and the tasks clearly assigned, the coordination to achieve maximum performance is essential because all segments have to work in harmony for the common success. Good coordination is necessary at all levels, from person to person, supervisor to subordinate, department to department, and executives to all departments in the organization.

5. C – Controlling: The supervision and management to accomplish the plans, maintain Operations in accordance with the specified framework, including time frame, standard of practice, working procedures, and coordination to ensure smooth overall operation. This control not only applies to non-HR management, but also resources which are raw materials, machinery, products, as well as budget for all operations to achieve the highest efficiency.

2. Gulick (1937) discussed the POSDCoRB management principles as per below:

1. Planning (P) defines what needs to be done and the tools to be used to achieve the stated objectives.

2. Organizing (O) is the establishment of the formal command structure for work group assignments, delegation, and coordination to meet the specific objectives of each work group.

3. Staffing (S) is the mission relating to all personnel, including selection, training, and provision of conditions conducive to work performance.

4. Directing (D) is the continuous mission pertaining to decision–making, directing, giving advice, and acting as leader of the organization.

5. Coordinating (Co) is the mission of linking various operational units.

6. Reporting (R) is the responsibility of providing the information about the various activities of the organization to both the executives and the personnel about information, research, and inspection results.

7. Budgeting (B) is the planning mission relating to finance, accounting, and budget control.

3. Koontz & O'Donnell (1972, cited in Panwana Pathanaudomsinka, 2014) stated that for the good management process, the organizational administrators must have the following procedures:

1. Planning consists of setting the goals and objectives of the organization and implementing them to achieve the results.

2. Organizing means the plan will proceed well when there is good organizing which consists of the administrative factors, such as man, money, materials, and effective management methods. Organizing means integrating all types of administrative resources to carry out the tasks.

3. Motivating will help the employees work effectively. It means directing, communicating, and leading.

4. Controlling means the comparative monitoring and evaluation of the performances with the predetermined plan to gauge deviations from expectations.

4. Allen (1958), an American management consultant, wrote the book *Management and Organization* in 1958 and identified four basic functions of management: planning, organizing, leading, and controlling. POLC is considered a theory. Modern management, which makes work orderly as well as efficient, is still popularly used today. POLC management principles are detailed as follows:

1. Planning: Planning is the first and most important function of management that involves setting objectives. and determine guidelines to achieve those objectives. Planners are the managers who are most aware of the environmental conditions facing their organizations and can effectively analyze and predict future conditions. It also requires that managers be good decision–makers. Planning involves choosing a mission and objectives, and taking action to achieve them requires decision–making,

such as choosing a future course of action from among alternatives. Planning is a process that generally involves the following steps:

1. Selecting goals for the organization
2. Setting goals for each sub-unit of the organization
3. Establishing a program to achieve goals in a systematic way

2. Organizing: When the manager creates a work plan, the next step in the cycle is Management is the organization of people and other resources. that are necessary in carrying out the event plan. Resources should be taken into account, and available physical facilities to maximize returns with a minimum cost It can be called the process of preparing and distributing work according to the authority and resource plan. between the members of the organization so that they can achieve the goals of the organization. Organization management It involves the following steps:

1. Creating an organizational structure an organizational framework is created within which it is coordinated. Efforts to allocate human resources to achieve objectives. This structure is often represented by an organization chart, which is a graphical representation of the chain of command within an organization.

2. Organizational design decisions Deciding on organizational structure

3. Work design decisions The roles and responsibilities of the job are defined. Each job and the process of performing duties

3. Leading: The organization grows and develops a complex structure with needs. Increased coordination and control in dealing with and managing such situations Leadership is necessary. People must be persuaded to work together towards a common goal and create the circumstances for a common response. Leadership involves directing, influencing, and motivating employees to perform required tasks. It also involves social and informal sources of influence to inspire others. Effective manager Lead subordinates through motivation to achieve objectives. of the organization progressively.

4. Controlling: Managers at all levels are involved in controlling duties to some extent. Control techniques involve monitoring budgets and performance. An audit involves steps that are followed according to the plan. Financial control is a cost audit that reflects actual performance. Control also involves measuring performance against goals and plans. and help facilitate the achievement of planned results that meet the specified standards.

Through an examination of management principles such as Harry Fayol's POCCC, Luther Gullick's POSDCoRB, Koontz & O'Donnell's POMC, and Louis A. Allen's POLC, consistent processes have been identified, including planning, organizational management, leadership, personnel management, and control. These dimensions serve as foundational pillars for effective administration across diverse contexts. Administrators of educational institutions should prioritize the implementation of these management processes to ensure systematic management and the attainment of desired goals. By incorporating planning, organizational management, leadership, personnel management, and control into their administrative practices, educational institutions can enhance efficiency and effectiveness in achieving their objectives. In this research, we explore management principles that facilitate student affairs operations within educational institutions, recognizing the significance of these principles in the development student success.

1. Planning: Schools formulate policies, objectives, strategies, and short-term and long-term action plans for the implementation of student affairs management, and success goals are set according to the action plans. Monitoring and evaluation of the plans' success are conducted at all levels.

2. Organizational management: Schools establish the internal management structure, determine the scope of the work load, assign the duties, set up the internal communication system, and cultivate the corporate culture of systematic student affairs management.

3. Leadership: executive leadership, followership, participatory management, conflict management, decision-making, motivation system, work-related knowledge and skills development, allocation of manpower, and retention of personnel.

4. Personnel management: Schools designate responsible personnel, personnel with knowledge and understanding of work, work skills, the right attitude, and operational participation.

5. Control: Schools have a monitoring system for operations, performance evaluation, troubleshooting for improvement, and application of evaluation results to systematic work development.

Research conceptual framework

The principles of organizational management will lead to the achievement of desired goals. will study the principles of school administration in five dimensions, consisting of planning, organizing,

personnel management, and control. These five dimensions will lead to an administration that promotes the school's student affairs operations.

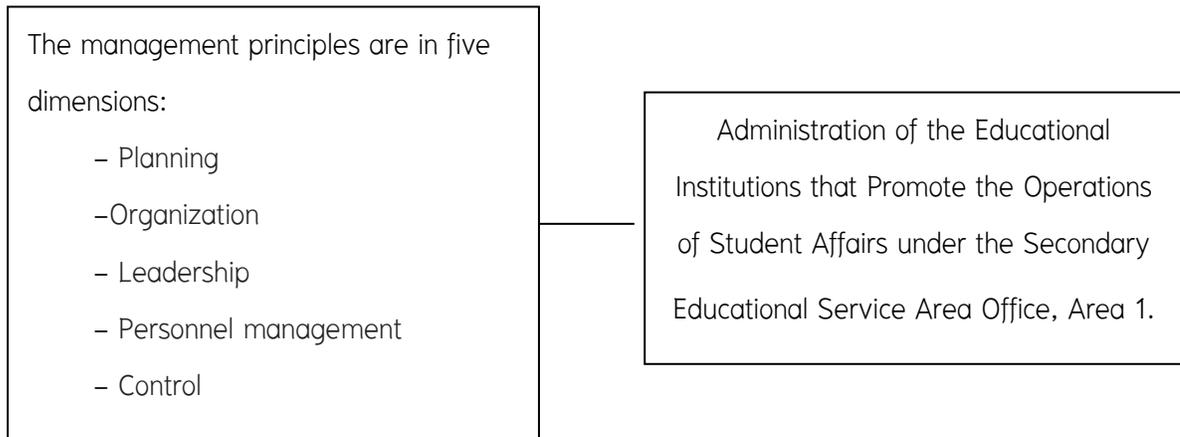


Figure 1 Conceptual framework for research

Research methodologies

Quantitative research is the research paradigm.

1. Population and Sample

The study on the population consisted of 5,002 administrators and teachers in the educational institutions under the Secondary Educational Service Area Office, Area 1 in 67 schools. As for the determination of the sample, Yamane sample size formula was used (cited in Laddawan Petchrote et al, 2002) and the statistical random sampling was used to obtain the comprehensive sample covering all groups of the educational institutions as follows:

- Large educational institutions (special) – 18 schools, 132 sample
- Large educational institutions – 17 schools, 77 sample
- Medium-sized educational institutions – 25 schools, 74 sample
- Small educational institutions – 7 schools, 15 sample red lists

The returned data collection constituted 298 sample, representing 80.5 percent of the desired sample (data as of May 8, 2019).

2. Research Tool

The tool used in the research was the questionnaire on the administration of the educational institutions that promote the operations of student affairs, consisting of three parts as follows:

Part 1 General information of the questionnaire respondents of the check–list type.

Part 2 Opinions on the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1, the questionnaire of which would use the Likert Rating Scale of five levels.

Part 3 Recommendations for the administration of the educational institutions that promote the operations of student affairs (open–ended form).

3. Establishment and Quality of Tools

3.1 Presented the established questionnaire to three experts who had the qualifications and experiences relating to research for checking and validating the content. They calculated the Index of Item Objective Congruence (IOC) between questions and objectives by selecting the items with the score of 0.6 or higher.

3.2 Used the revised questionnaire as suggested by the experts to conduct the Try out on 30 sample to search for the Reliability of all the data by using the Cronbach's Alpha Coefficient (Cronbach,1990). It was found that the questionnaire used had the Reliability of .98.

4. Methods of Data Analysis and Statistics

4.1 Questionnaire Part 1 on the demographic characteristics, the statistics of Frequency and Percentage were used to analyze the data.

4.2 Questionnaire Part 2 on the administration of the educational institutions that promote the operations of student affairs by using the statistics of Mean, Standard Deviation, and one–way ANOVA. The variance, if any, was tested using Scheffe's method.

4.3 Content analysis based on the recommendations for the administration of the educational Institutions that promote the operations of student affairs under the Secondary Educational.

Research results

Objective 1 The research results found that: Study the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1.

Overall, the administration of the educational institutions that promote the operations of student affairs in all five dimensions was conducted at a high level. The study of each dimension showed that personnel management was conducted at a high level, followed by leadership and control, respectively.

Table 1 Mean and standard deviation administration of educational institutions that support overall and side student affairs operations

The administration of the educational institutions that promote the operations of student affairs.	\bar{x}	S.D.	operation al level
1. Planning	3.83	0.58	high
2. Organization	3.82	0.64	high
3. Leadership	3.86	0.60	high
4. Personnel management	3.87	0.57	high
5. Control	3.84	0.68	high
Total	3.85	0.51	high

Table 1: It was found that the administration of educational institutions that promote student affairs operations Overall, there was a high level (\bar{x} =3.85, S.D.=0.51). Personnel management was at a high level (\bar{x} =3.87, S.D.=0.51), followed by leadership (\bar{x} =3.86, S.D.=0.51) and control (\bar{x} =3.84, S.D.=0.68), respectively.

Objective 2 The research results found that: Compare the opinions of the administrators and teachers regarding the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1. The comparison of the opinions revealed that the administrators and teachers with different job positions and different education levels did not have different opinions on the administration of the educational institutions that promote the operations of student affairs.

Table 2.1 Comparison of the opinions of administrators, and teachers towards school administration that promotes student affairs operations. Classified by position

Position	n	\bar{x}	S	t	df	p
Administrators	150	4.18	0.50	5.55*	291	.206
Teachers	143	3.77	0.48			

* p > .05

Table 2.1 There was no statistically significant difference at the .05 level when opinions from administrators and teachers were compared regarding school administration that supports student affairs administration operations.

Table 2.2 Comparison of the opinions of administrators, and teachers towards school administration that promotes student affairs operations. Classified by Level of education

source of variance	SS	df	MS	F	p
between groups	.822	3	.274	1.046	.372
within the group	75.687	289	.262		
Total	76.509	292			

* $p > .05$

Table 2.2 Compare the views of administrators and teachers from various educational backgrounds who had opinions about how the administration of the school promoted operations related to students. At the .05 threshold, no change was significant.

Objective 3 The research results found that: The recommendations with respect to each of the four administrative approaches:

3.1 Planning: Actually, those who are responsible for the work of the Student Affairs department should be encouraged to work together when planning and adopting projects and activities /activity regarding the operation of student affairs.

3.2 Organizational Management: those who work in the Student Affairs department would benefit from opportunities to improve their own skills and knowledge regard student affairs.

3.3 Leadership: Administrators should help those working in the Student Affairs department to find ways to systematize their operations and find ways to involved parents and community members regarding the work of the Department.

3.4 Control: The PDCA management method should be continuously applied in the operation of the Student Affairs Department.

Research Results and Discussions

The research results of the study on the administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1. were as follow:

Objective 1 The research results found that: The administration of the educational institutions that promote the operations of student affairs under the Secondary Educational Service Area Office, Area 1. Overall was at a high level. The study of each dimension showed that personnel management was at a high level, followed by leadership and control, respectively. The issues that should be discussed are as follows:

1.1. In terms of planning, it was found that the items with a lower level of operation than other items were as follows: those involved were able to improve the student affairs plans to achieve the intended objectives; analysis of the action plans/projects and the objectives of student affairs for development in the following academic year; and dissemination of information pertaining to the policy and strategic plan in conducting the operations of student affairs to all for acknowledgement, respectively. Regarding the administration of the educational institutions relating to the operations of student affairs, planning of student affairs was a very important process that the administrators of educational institutions and those involved must understand thoroughly and the objectives must be clearly defined leading to the implementation by all responsible personnel, including organizing projects and activities relevant to student affairs which required the analysis of projects plans and activities of student affairs in accordance with the student development to achieve the goals set by the educational institutions and to ensure the accomplishment of the targets of the operations of student affairs. The project plans and activities can be adjusted to suit the situation and learners. The administrators and those responsible should place importance on efficient communication. The widespread dissemination of information pertaining to the policy and strategic plans in conducting the operations of student affairs would enable all personnel in the educational institutions to acknowledge the information. It would lead to all sectors' common understanding and cooperation to work together in systematically operating the student affairs according to the targeted goals. The findings were consistent with the management process of Fayol (1925), whose POCCC theory emphasized the five factors of organizational management that the administrators could use to achieve the desired goals. The first was Planning

since it determined the action plan or the method of implementation from start to finish, covering all processes. It was also the set guideline for future work. Planning was based on the vision, combined with the management imagination, to be anticipated in advance by the administrators and all concerned, by using the communication and leading to the planning of the relevant action plans, projects, or activities. If the educational institutions had good plans and practical guidelines, they could achieve the established goals and desired success.

1.2 In terms of the organizational management, it was found that the items that had lower operational level than other items were as follows: Sources of knowledge or learning on the operations of student affairs ; the student affairs departments which received the development of new knowledge in the operations; the student affairs departments which were supported in terms of personnel, budget, materials and equipment conducive to the operations, and the educational institutions which had the organizational culture that promoted the operations of student affairs. These educational institutions needed to do additional work relating to their performances in the organizational management, structure, scope of work, and duties of those responsible for student affairs, such as sources of knowledge and learning accessible to teachers responsible for student affairs in order to improve and enhance their performances in compliance with the established standard. Another important issue is that the school administrators should provide sufficient support in terms of personnel, budget, materials and equipment facilitating the operations of student affairs. As most operations of student affairs focus on extracurricular projects/activities, they were costly and required other support as well. The research results were consistent with Wiangkaew, Hankla and Kaewngern (2016) on the study of the management process of the administrators of educational institutions. According to the opinions of the administrators of educational institutions and teachers under the Secondary Educational, it was found that the management process of the administrators of educational institutions according to the opinions of the administrators of educational institutions and teachers on organizational management, overall, was at a high level. The consideration of each item which was consistent with the research results included encouragement of personnel to develop and implement improvement plans, clear definition of the scope of work in each unit, as well as determination of the relationship between work structure and various duties and authorities to operate in the same direction. It was in line with the study of Panboonhom (2012), Administration of Student Affairs, Mahidol University, Phutthamonthon District, Nakhon Pathom Province, who gave the recommendations on the student affairs management. It was found that the

administrators should earnestly focus on budget and coordination of plans in order to be systematically consistent with the policy and objectives of student affairs, as well as allocating appropriate and sufficient budget for activities and various materials and equipment. Phatthanaudomsinka, 2014). The Administrative Process Model Affecting The Educational Quality Development in Basic Education Schools. The research found that educational processes that affect Educational quality development consists of nine elements: planning, organization, personnel management, and administration. Stimulating work, coordinating, controlling, and preparing financial budgets. and presenting reports and evaluating results.

1.3 In terms of leadership, it was found that the items with a lower operational level than other items included the following: administrators with communication skills and the ability to motivate personnel to perform their duties well; administrators with decision-making skills and the ability to make appropriate decisions regarding problems; and administrators with the ability to appropriately manage conflicts in the workplace. In terms of the principles of successful administration of educational institutions to achieve the set goals, the administrators of educational institutions with leadership constituted a crucial factor in driving the organization towards success. From the research results, there were comments made by the respondents regarding the administrators of educational institutions as organizational leaders. For example, their efficient communication skills and ability to motivate would stimulate personnel to understand command, work assignment, leading them to accountable implementation. At the same time, decision-making skills and ability to make appropriate judgments of administrators of educational institutions would ensure achievement of the action plans. Furthermore, the administrators, as leaders, should have the ability of conflict management in workplace. As operations inevitably led to conflicts, interpersonal or between groups, hence, the administrators of educational institutions must have the essential skills in administration and people management for the effective operations of student affairs in educational institutions. The research findings were consistent with Supatta Pintaphaet, who presented the idea of Organizational Management (2021) In particular, for agencies responsible for education and educational institutions, one of the factors that would contribute to the success of the operations within the organization was administrators with knowledge, abilities, and skills in management, particularly those with true leadership qualities who could lead and unite the entire organization towards achieving the common goals. It was in accordance with the ideas of Sears, Freedman and Peplau, 1985 (Pintaphaet, 2021) which discussed the ideal characteristics of a leader, namely a person who could come up with initiatives, give orders, make decisions, resolve internal

disputes, act as supporter and group leader. A leader with such characteristics could contribute to the success of the administration of educational institutions.

1.4 As regards personnel management, it was found that the items with a lower operational level than other items included the following: responsible personnel had knowledge and understanding of student affairs; responsible personnel conducted assessments and applied the results to the development of student affairs; and those responsible for student affairs were praised as good role models. The research findings were consistent with the organizational management of the educational institutions that should have sources of knowledge or learning for the teachers and those responsible for student affairs to access, study, and learn in order to improve their performances and meet the criteria and prescribed standards, and to ensure that student affairs personnel underwent development with new knowledge that promoted responsible operations, with the changing and increasingly more diverse social, political, economic contexts, and learners themselves. In addition to the development of student affairs personnel, providing moral support to the personnel was another important factor. Praise should be given to those teachers who were good role models for other teachers. The research results were consistent with the study by Sergiovanni (1991) which conducted the continuous study on the characteristics of effective schools and found that good quality schools promoted good interaction between personnel; sought to create favorable environment to foster high standard work among teachers where they honored one another and worked together to promote and develop their professional competence; focused on personnel development; established teachers' evaluation system; emphasized activities for teachers to exchange knowledge, experiences, and techniques; and provided adequate opportunities for teachers to develop themselves, and commended them.

1.5 In terms of control, it was found that the items with a lower operational level than Other items included the following: administrators who continuously supervised and monitored the operations of student affairs; administrators who defined procedures and methods for systematic supervision and monitoring of student affairs; administrators who could improve the operations of student affairs in accordance with the policy and the adjusted action plans; and administrators and relevant personnel using assessment results to continuously develop services and organize student activities, respectively. Control was another significant process. If administrators devised procedures and methods for systematic monitoring of operations of student affairs, they could improve the operations of student affairs with continuous follow-up, and it would ensure effective operations. When problems arose, administrators

should be able to give advice and timely solve the problems. It was also important that administrators and related parties used them as the guideline to improve or develop efficient operations of student affairs. The research results were also consistent with the principle of Allen (1958), which says, Controlling: Managers at all levels are involved in controlling duties to some extent. Control techniques involve monitoring budgets and performance. An audit involves steps that are followed according to the plan. Financial control is a cost audit that reflects actual performance. Control also involves measuring performance against goals and plans. and helping facilitate the achievement of planned results that meet the specified standards.

Objective 2 The research results found that: The comparison of the opinions of administrators, group leaders, and teachers on the administration of educational institutions that promote the operations of student affairs under the Secondary Educational, classified by the job positions and the educational levels, revealed that the administrators, group leaders, and teachers with different positions and educational levels did not have different opinions regarding the administration of the educational institutions that promote the operations of student affairs. It showed that the differences in job positions and educational levels of the sample did not affect the administration of the educational institutions that promote the operations of student affairs or other operations in the educational institutions. The research results were consistent with the research by Chanthaisri et al. (2016). The study on the administration of the operations of student affairs by the primary school administrators in Bangkok (East Bangkok group), compared with the opinions of the sample with different positions, revealed that there were no different opinions concerning the administration of the operations of student affairs.

Objective 3 The research results found that: Suggestions for educational institution administration that promote the student affairs operations of the school:

3.1 Planning: 1. Opportunities should be provided for those involved in student affairs to work together in order to jointly formulate the project plans/activities consistent with the operations of student affairs. 2. Meetings should be systematically held in order to plan the policy of student affairs. 3. Action plans/projects/activities should have clear goals for student development to enable relevant personnel to properly implement them in accordance with the specified objectives. 4. Action plans of student affairs should have the goal that results in student development mainly benefiting the students.

3.2 Organizational management: 1. Those involved in the operations of student affairs should be continuously developed for relevant skills and knowledge pertaining to student development. 2. Those

involved in the operations of student affairs should adapt themselves to face the problems that arise as a result of the impact of social changes and diverse learners. 3. All those involved in schools should recognize the significance of student affairs and support the implementation of the student development activities according to the set goals. 4. Educational institutions should attach importance to personnel management to ensure that the personnel take appropriate responsibility for various tasks. 5. Teachers and personnel in the educational institutions should pay attention and supervise students so that they comply with the rules and have the identity as stipulated by the schools.

3.3 Leadership: 1. Administrators should focus on relevant personnel and supervise them to systematically implement the policy or action plans of learners' development. 2. Administrators should use communication for effective command, resulting in effective operation and conflict reduction. 3. Administrators should appropriately and timely manage conflicts that arise in the operations. 4. Administrators must assume leadership in work management and effective personnel management, as well as role models for personnel in educational institutions. 5. Administrators should assume the role to forge understanding with parents and community to ensure collaboration in the learners development.

3.4 Personnel management: 1. Collaborative network should be established of parents, community, and other agencies for common development of students. 2. Educational institutions should formulate action plans for the development of the personnel responsible for student affairs to continuously acquire new knowledge and skills in the performance of their duties. 3. Administrators of the educational institutions should provide the budget to ensure appropriate and adequate operations that proceed according to the plans.

3.5 Control: 1. To ensure systematic operations of student affairs, the PDCA operating system should be used in organizing student activities and continuous monitoring. 2. Work system should be clearly and systematically developed. 3. In performance evaluation, the results should be adjusted and improved. 4. Good performance should be promoted in order to apply the approach as a model standard for future student affairs operations.

Knowledge/findings from this research: School education administration indeed relies on management principles across five key dimensions: planning, organizing, leadership, personnel management, and control. Among these, personnel management holds particular significance for student affairs management. Educational institution administrators can effectively apply personnel management principles to promote student affairs through factors such as: 1. Participation from All Sectors:

Encouraging active involvement and collaboration from various stakeholders ensures that student development efforts align with the overarching goals set by the educational institution. 2. Empowerment and Support: Empowering personnel involved in student affairs with the necessary resources, authority, and support enables them to execute their responsibilities effectively. 3. Communication: clear communication and motivation facilitate transparency and accountability, fostering a collaborative environment conducive to achieving desired outcomes. 4. Professional Development: Investing in the professional development of personnel involved in Student affairs equips them with the skills, knowledge, and competencies necessary to address the diverse needs of students effectively. Continuous learning opportunities enhance their capacity to support student growth and success.

Summarize

1. Based on research into the principles of educational institution administration conducive to effective student affairs operations across all five dimensions, it is evident that personnel management plays a pivotal role. Educational administrators should prioritize fostering a culture where staff members are knowledgeable and well-versed in student affairs matters. This involves encouraging accountability among personnel and ensuring they possess the requisite understanding of student affairs issues. Furthermore, continuous evaluation should be conducted, with the findings utilized to refine and enhance student affairs initiatives. Additionally, administrators should cultivate motivation among staff by offering commendation and recognition, setting a positive example of dedication to student affairs duties. Effective leadership among educational institution administrators necessitates strong communication skills and the ability to motivate personnel to excel in their roles. Administrators should possess proficient decision-making abilities, enabling them to assess and address issues promptly and appropriately within the context of the situation. Moreover, adept conflict management skills are essential for effectively resolving workplace conflicts that may impact the administration and functioning of educational institutions. In terms of controlling student affairs operations, administrators should implement a continuous supervision and monitoring process. This involves establishing clear procedures and methods for systematically overseeing student affairs activities. Furthermore, administrators should utilize evaluation results to refine and enhance student affairs operations, ensuring alignment with evolving

policy plans. This approach fosters the continual improvement and advancement of quality student affairs administration.

2. Based on the research findings, recommendations have been proposed for the administration of educational institutions to enhance student affairs operations within schools. It was identified that in terms of planning, educational institution administrators should facilitate collaborative opportunities for stakeholders involved in student affairs to collectively formulate project plans or activities aligned with student affairs operations. This collaborative approach fosters coherence and ensures initiatives are tailored to meet the needs of students effectively. Regarding organization, it is imperative that personnel engaged in student affairs continuously enhance their skills and knowledge related to student development. Educational institution administrators should prioritize ongoing professional development initiatives aimed at equipping staff members with the necessary competencies to address the diverse needs of students and facilitate their holistic development. These recommendations underscore the importance of proactive planning and continuous professional development in promoting effective student affairs operations within educational institutions. By fostering collaboration and investing in staff development, administrators can create an environment conducive to supporting the overall well-being and success of students.

Recommendations for Further Research

1. Research should be conducted on the factors of the administration of educational institutions that affect the efficiency in the operations of student affairs in order to obtain the information on the internal and external factors that leads to the development and support of efficient operations of student affairs and effectiveness according to the desired goals.

2. Research should be conducted on the effectiveness and efficiency of the activity model for the development of students towards learner characteristics according to the national educational standards in order to acquire the information to develop the model of organizing activities in view of the development of the students towards the learner characteristics according to the national educational standards.

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