

Effective Management Model for Educational Opportunity Expansion Schools in the Northern Region*



¹Mongkhon Rophan, Poompipat Rukponmongkol and Worawit Sittisopol

Kamphaeng Phet Rajabhat University, Thailand.

¹Corresponding Author's Email: mongkhonrophan52@gmail.com

Abstracts

This research had purposes to 1. study the components, problematic conditions, and guidelines of the effective management model for educational opportunity expansion schools in the northern region of Thailand, 2. build the effective management model for educational opportunity expansion schools in the northern region of Thailand, and 3. evaluate the effective management model for educational opportunity expansion schools in the northern region of Thailand. The data were collected using questionnaires, workshops, seminars, experts, and public hearings. Data analysis was conducted by mean, standard deviation, and content analysis.

1. The findings indicated that there were 9 components, including 1) academic leadership, 2) participative administration, 3) organizational cultures, 4) learning process management, 5) organization atmosphere, 6) learning innovation, 7) encouragement, 8) teamwork, and 9) internal communications. 2. The model building resulted in 6 components, including 1) principles, 2) objectives, 3) inputs, 4) process, 5) products, and 6) success conditions. 3. The evaluation indicated that the highest Mean was teamwork. The problematic conditions were found very less in the whole picture. The results of correctness and properness checking were at the highest level. And the evaluation of possibilities and usefulness was at the highest level in overall.

Keywords: Management Model; Educational Opportunity Expansion Schools; Effective; Northern Region

Introduction

Education is the root for civilization, according to Section 6 and Section 39 of National Education Act B.E. 2542 (1999), and Amendments (Fourth National Education Act B.E. 2562 (2019) that “The provision of education shall be for a development of Thai people so as to be a perfect human being including body, mind, intelligence, knowledge, and virtue and to have morality and culture in living life and capable of living with other people happily.”, and “The Ministry shall directly decentralize the power in an administration and provision of

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education in aspects of academic, budget, personnel administration, and general administration to the commission and education service area office, and establishment of education in the education service area. The criteria and procedure of such decentralization shall be in accordance with as prescribed in the Ministerial Regulation”. (Office of the National Education Commission, Prime Minister's Office, 2019)

Office of the National Economics and Social Development Council had published The 13th National Economic and Social Development Plan (2023-2027), based on Twenty-Year National Strategic Plan (2018-2037), which was the primary plan for the development of the country for sustainable development goals, the country’s structural improvement leading to Thailand 4.0, as long as country remodelion, participations of the orders to determine the developmental visions and directions for the country, and co-operation in making of strategic plan to bring Thailand to “stability, wealth, and sustainability”.

The opportunity expansion schools were very important strategy for social, economic, and political developments of the country. They elevated the country’s educational standards among the people by providing equality for education, as the Section 54 of Constitutional Provisions of the Kingdom of Thailand stated that “The State shall ensure that every child receives quality education for twelve years from pre-school to the completion of compulsory education free of charge”. (Office of the Basic Education Commission, 2007)

According to the evaluation of the opportunity expansion schools, it was founded that there were 4 problems and obstacles against the business, including administration, learning, facilities, and participation for the school’s development. From such problems and obstacles. The researcher sees the importance and necessity of creating models of effective school administration and bring them into the guidelines for the school administration development in order to make concrete success of the effective school administration. The theories of educators, thus, were used as the research framework, which would be useful for the development of the opportunity expansion school to be the quality ones meeting the criteria of national education standards for the sake of sustainable education quality development so on.

Objectives of the Research

1. To study the components, problematic conditions, and guidelines of the effective management model for Educational Opportunity Expansion Schools in the Northern region of Thailand.
2. To build the effective management model for Educational Opportunity Expansion Schools in the Northern region of Thailand.
3. To evaluate the effective management model for Educational Opportunity Expansion Schools in the Northern region of Thailand.

Research Methodology

This research was conducted using mixed method, including 3 stages as follows:

1st Step Study of the components, problematic conditions, and guidelines of the effective management model for educational opportunity expansion schools in the Northern region of Thailand

1.1 To study the components of the effective management model for Educational Opportunity Expansion Schools in the Northern region. The samples were 504 from 1,631 people selected by Multi-Stage Random Sampling using Krejcie & Morgan's table for Determining an Appropriate Sample Size for Social Science (Krejcie, and Morgan, 1970). The research instruments were questionnaire Results of the analysis to determine the content validity of the questionnaire. has an average of Index of Conformity (IOC) between 0.80 and 1.00 for both conditions and problems, data analysis, Mean, Standard Deviation, Index of discrimination (r), Skewness (Sk), Kurtic (Ku), Chi-Square Statistics, and Confirmatory Factor Analysis.

1.2 Studied the problematic conditions of the effective management model for Educational Opportunity Expansion Schools in the Northern region. The samples were 350 from 1,631 people selected using Krejcie & Morgan's table for Determining an Appropriate Sample Size for Social Science (Krejcie, and Morgan, 1970). The research instruments were questionnaire, data analysis by percentage frequency distribution, Mean (\bar{X}), and Standard Deviation (S.D.),

1.3 Studied the effective administrative guidelines for the educational opportunity expansion schools in the Northern region by collecting data from 3 Best Practice Schools selected by purposive sampling method. The research instruments were structural interview form, and qualitative data analysis into summary and descriptive presentation.

2nd Step Making of effective management model for educational opportunity expansion schools in the Northern region

2.1 Drafted the model and manual of effective management model for educational opportunity expansion Schools in the Northern region by academic workshops. Inmodelion sources were 12 experts selected by purposive sampling methods. The research instruments were reporting form, content analysis table, research objectives and conceptual framework, qualitative data analysis, content analysis, and summarization.

2.2 Reviewed model drafts and manual drafts of effective management model for educational opportunity expansion schools in the Northern region by connoisseurship with 12 experts selected by purposive sampling method. The research instruments were academic workshop, questionnaire for correctness and properness checking, content analysis, Mean, and Standard Deviation (S.D.). The data analysis was conducted by bringing the experts' suggestions into the consideration of the consensus and editing.

3rd Step Evaluated the effectiveness of management model and manual for educational opportunity expansion schools in the Northern region by public hearing seminar with inmodelion sources. The sources were 30 committees and directors of the primary educational schools and educational opportunity expansion schools, under the Office of Primary Education in Northern region. The instruments used were possibility and usefulness evaluation form, content analysis, Mean, and Standard Deviation (S.D.).

Research Results

1. Study of the components, problematic conditions, and guidelines of the effective management model for educational opportunity expansion schools in the Northern region of Thailand, the findings indicated that:

1.1 The results of the study on components of the effective management model for educational opportunity expansion schools in the Northern region relying on the papers.

Study of the model and manual, according to the Confirm Factory Analysis (CFA), founded that there were 11 components, including 1) academic leadership, 2) participative administration, 3) Organizational cultures, 4) learning process management, 5) organization atmosphere, 6) teachers' performance, 7) learning innovation, 8) encouragement, 9) educational quality assurance, 10) teamwork, and 11) internal communications.

Table 1: Illustrated Mean, Standard Deviation, Skewness (Sk), and Kurtosis (Ku) of the variables, noticeable in the model that affected the administration of educational opportunity expansion schools in the Northern region

Variable	\bar{X}	S.D.	Skewness	Kurtosis	Level
1. Academic leadership	4.56	0.34	-1.21	2.25	Highest
2. Participative administration	4.55	0.38	-0.98	1.26	Highest
3. Organizational cultures	4.57	0.39	-1.40	3.19	Highest
4. Learning process management	4.59	0.35	-1.05	1.90	Highest
5. Organization atmosphere	4.57	0.37	-0.94	1.18	Highest
6. Teachers' performance	4.56	0.36	-0.94	1.38	Highest
7. Learning innovation	4.53	0.39	-0.90	1.08	Highest
8. Encouragement	4.58	0.38	-1.27	2.60	Highest
9. Educational quality assurance	4.57	0.40	-1.57	4.88	Highest
10. Teamwork	4.59	0.36	-1.13	2.04	Highest
11. Internal communications	4.55	0.42	-1.58	4.03	Highest

According to the table 1, Mean of the variables were from 4.53 to 4.59, and Standard Deviation were from 0.34 to 0.42. Therefore, it could be said that the data had normal distribution. Considering on the Skewness, the results indicated that every variable

had minus value, and were close to zero. This meant that it had normal distribution. It showed that the left-skewed data had the highest score. This meant the higher kurtosis, the lesser distribution. The analysis indicated that the highest kurtosis is at learning process management and teamwork with 4.59 of Mean. Secondly, it was encouragement with 4.58 of Mean, and organizational cultures, with educational quality assurance, had 4.57 of Mean equally, respectively.

Analysis of intra-correlation coefficient among the components used for making of effective management model for educational opportunity expansion schools in the Northern region before the Confirm Factory Analysis founded that the components were related as shown in the table 2:

Table 2: Illustrated noticeable intra-correlation coefficient between the components

	aa	bb	cc	dd	ee	ff	gg	hh	ii	jj	kk
aa	1										
bb	.780**	1									
cc	.650**	.780**	1								
dd	.765**	.774**	.698**	1							
ee	.755**	.773**	.672**	.814**	1						
ff	.786**	.796**	.714**	.820**	.812**	1					
gg	.728**	.716**	.654**	.767**	.755**	.797**	1				
hh	.765**	.783**	.662**	.766**	.781**	.802**	.774**	1			
ii	.777**	.777**	.741**	.655**	.741**	.793**	.798**	.801**	1		
jj	.733**	.802**	.676**	.778**	.769**	.786**	.760**	.857**	.803**	1	
kk	.617**	.667**	.517**	.631**	.621**	.651**	.667**	.688**	.688**	.714**	1

**Statistical significance at .01 level

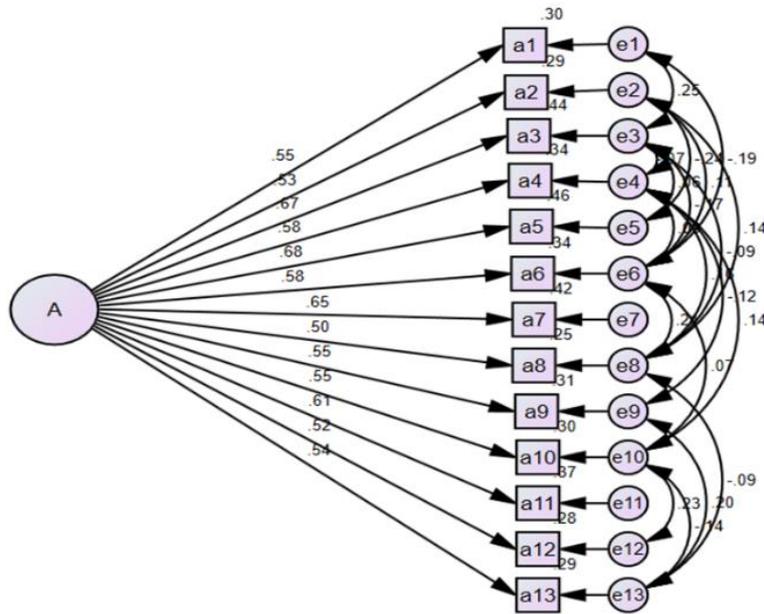
According to the table 2, the analysis of intra-correlation coefficient among 11 components indicated that they all had statistically significant relation to each other at .01 level. The pair of related variables with the highest intra-correlation coefficient at .814 were organization atmosphere and learning management process. Whilst the pair of related variables with the lowest intra-correlation coefficient at .671 were organizational cultures and participative administration.

Table 3: Illustrated the statistic tests of relation among the components

Statistic	Criteria	Meaning
KMO	.954	Most proper to analyze the components
Bartlett's Test of Sphericity	.000	Related

According to the table 3, it was founded that the statistical analysis was significant at .000. This meant that it was proper to be used furtherly for the Confirm Factory Analysis.

Properness checking of the samples should have more than 0.5. And according to the analysis, it was at .954. Therefore, it was proper to be used for Confirm Factory Analysis.

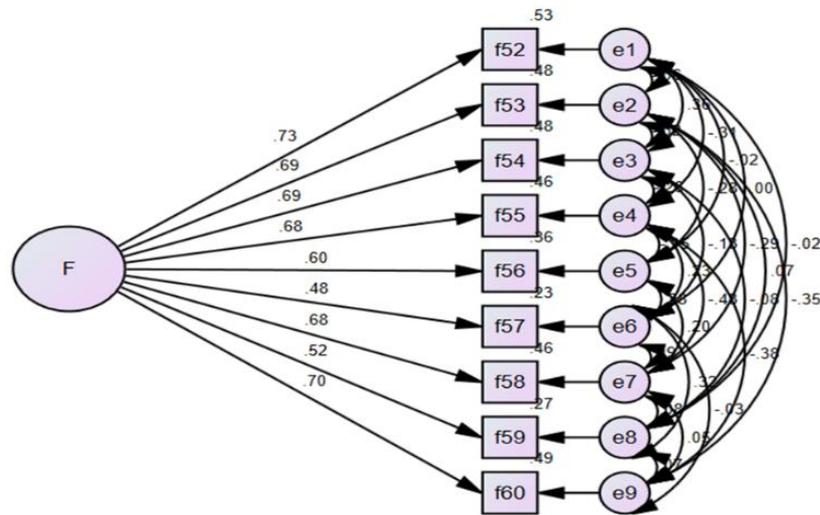


Chi-Square = 125.626, df = 46, P-value = .000, ratio = 2.731
 CFI = .951, NFI = .927, GFI = .958 AGFI = .916, RMSEA = .065

Figure 1: Confirm Factory Analysis Model for Academic Leadership Component

Evaluation of the model (Figure 1) showed that χ^2 equal 125.626, Degree of Freedom equal 46, and p-value = 0.000, which meant that there was not statistical significance. Corresponding to the concrete data, Comparative Fit Index (CFI) was equal 9.51(Hu, and Bentler, 1998) and Normal Fit Index (NFI) equal .927, which could be said that the model was fit, corresponding to the concrete data. Whilst the Root Mean Squared Error of Approximation (RMSEA) index was at .065, meaning very good, and χ^2 / df was at 2.731 which was lesser that 3.0 that could be concluded the Confirm Factory Analysis Model for academic leadership component was theoretically fit or corresponsive to the concrete data. (Wang, and Wang, 2012)

According to the figure 1 illustrating the momentum of 13 components of academic leadership, it was founded that the highest value was the directors prioritize in gradual supervision, following up, and evaluation of the academic projects with the momentum value equal .68. Secondly, it was the directors cooperate with the teachers in evaluation of the school academic projects with the momentum value equal .67. And thirdly, it was the director pay attention to academic standard development of the schools with the momentum value equal .65, respectively, which were the standard values. Therefore, Confirm Factory Analysis Model for academic leadership component had true potential to measure all 13 observed or manifest variables of the latent or unobserved variables.



Chi-Square = 2.096, df = 1, P-value = .148, ratio = 2.096

CFI = .999, NFI = .998, GFI = .999, AGFI = .949, RMSEA = .052

Figure 2: Confirm Factory Analysis Model for Teachers' Performance Component

Evaluation of the model (Figure 2) showed that χ^2 equal 2.09, Degree of Freedom equal 1, and p-value = 0.148, which meant that there was not statistical significance. Corresponding to the concrete data, Comparative Fit Index (CFI) was equal .999 (Hu, and Bentler, 1998) and Normal Fit Index (NFI) equal .998, which could be said that the model was fit, corresponding to the concrete data. Whilst the Root Mean Squared Error of Approximation (RMSEA) index was at .052, meaning very good (Kline, 2011.), and χ^2/df was at 2.096 which was lesser than 3.0 that could be concluded the Confirm Factory Analysis Model for teachers' performance component was theoretically fit or responsive to the concrete data. (Wang, and Wang, 2012)

According to the figure 2 illustrating the momentum of 9 components of teachers' performance, it was founded that the highest value was the directors and teachers cooperate in the determining of clear operation standards with the momentum value equal 0.73. Secondly, it was the directors and teachers cooperate in the creation of organizational cultures to develop ethics and professional ethics of teacher career with the momentum value equal .70. And thirdly, it was the schools have great service measures with the momentum value equal .69, respectively, which were the standard values. Therefore, Confirm Factory Analysis Model for teachers' performance component had true potential to measure all 9 observed or manifest variables of the latent or unobserved variables.

Table 4: Illustrated Confirmatory Factor Analysis summary of effective management model for educational opportunity expansion schools in the northern region.

Components	Chi-square	df	P-value	ratio	CFI	NFI	GFI	AGFI	RMSEA
1. Academic leadership	125.626	46	.000	2.731	.951	.927	.958	.916	.065
2. Participative administration	37.436	14	.001	2.674	.980	.973	.980	.936	.064
3. Organizational cultures	45.880	21	.001	2.185	.987	.977	.980	.938	.054
4. Learning process management	14.364	6	.026	2.394	.993	.989	.992	.943	.058
5. Organization atmosphere	32.900	12	.001	2.742	.985	.977	.983	.936	.065
6. Teachers' performance	2.096	1	.148	2.096	.999	.998	.999	.949	.052
7. Learning innovation	19.472	9	.021	2.164	.994	.989	.990	.942	.053
8. Encouragement	43.452	17	.000	2.556	.987	.979	.982	.930	.062
9. Educational Quality Assurance	147.584	66	.000	2.236	.981	.966	.962	.902	.055
10. Teamwork	62.336	23	.000	2.710	.985	.976	.978	.913	.065
11. Internal communications	21.984	9	.009	2.443	.989	.982	.987	.949	.059

According to the table 4, Confirmatory Factor Analysis summary of 11 components showed that Comparative Fit Index (CFI) was more than 0.90 (Hu, and Bentler, 1998), including teachers' performance with CFI = .999, learning innovation with CFI = .994, and learning process management with CFI = .993, respectively. Whilst the Normal Fit Index (NFI) was more than 0.90, including teachers' performance with NFI = .998, learning innovation and learning process management with NFI = .998, and internal communications with NFI = .982, respectively. And Root Mean Squared Error of Approximation (RMSEA) index was less than 0.05 which showed that the model was very proper. If it was more than 0.05-0.08, this meant that the model was proper (Kline, 2011). The most proper components were teachers' performance with RMSEA = .052, secondly learning innovation with RMSEA = .053, and organizational cultures with RMSEA = .054, respectively.

1.2 The results of the study on problematics conditions among 9 components, including 1) academic leadership, 2) participative administration, 3) Organizational cultures, 4) learning process management, 5) organization atmosphere, 6) learning innovation, 8) encouragement, 9) teamwork, and 9) internal communications indicated that the highest Mean equal 4.60 was from teamwork (\bar{X} = 4.60, S.D. = 0.37). Secondly, it was learning process management, with Mean equal 4.59 (\bar{X} = 4.59, S.D. = 0.36). Then, there were organization atmosphere, with Mean equal 4.58 (\bar{X} = 4.58, S.D. = 0.38), organizational cultures, with Mean equal 4.57 (\bar{X} = 4.57, S.D. = 0.41), encouragement, with Mean equal 4.57 (\bar{X} = 4.57, S.D. = 0.39), participative administration, with Mean equal 4.55 (\bar{X} = 4.55, S.D. = 0.39), academic

leadership, with Mean equal 4.55 ($\bar{X} = 4.55$, S.D. = 0.35), internal communications, with Mean equal 4.54 ($\bar{X} = 4.54$, S.D. = 0.44), and learning innovation, with Mean equal 4.52 ($\bar{X} = 4.52$, S.D. = 0.40), respectively. As the analysis of the problems, the least operated components were participative administration, organizational cultures, and organization atmosphere, respectively.

1.3 The results of the study on the effective management guidelines for educational opportunity expansion schools in the Northern region by learning from 3 Best Practice Schools, the researcher summarized synthetic results as these follows:

The components should be merged into lesser numbers and renamed to represent as the administrative components. In addition, more components on learners' quality should be added, for example, digital organization cultures, and Educational Quality Assurance.

2. Results of Drafting the model and manual of effective management model for educational opportunity expansion Schools in the Northern region

2.1 Results of Drafting the manual of effective management model for educational opportunity expansion Schools in the Northern region by academic workshop could be of 9 components, including 1) change leadership, 2) organization structure 3) organizational cultures, 4) organization atmosphere, 5) budget, 6) development of teachers' and personnel's performance, 7) internal educational quality assurance, 8) participative administration process, and 9) system and technology. And there were 9 components of the management model crystalized from the academic workshop, including 1) principles, 2) objectives, 3) inputs, 4) process, 5) products, and 6) success conditions.

2.2 Results of the correctness and properness checking on the management model and manual of effective management model for educational opportunity expansion Schools in the Northern region by connoisseurship could be of 6 components, including 1) principles, 2) objectives, 3) inputs, including change leadership, organization structure, organizational cultures, organization atmosphere, budget and facilities, and development of teachers' and personnel's performance, 4) process, consisting of internal educational quality assurance, participative administration process, and system and technology, 5) products, and 6) success conditions, with the highest level of correctness and properness in the whole picture. Considering individually, success conditions had the highest level of correctness and properness, following by inputs and principle, respectively.

3. Summary of evaluation on the effectiveness of management model and manual for educational opportunity expansion schools in the Northern region by public hearing seminar

The researcher had evaluated the possibility and usefulness, with experts' suggestions. The summary showed that there were 6 components, including 1) principles, 2) objectives, 3) inputs, including change leadership, organization structure, organizational cultures, organization atmosphere, budget and facilities, and development of teachers' and personnel's

performance, 4) process, consisting of internal educational quality assurance, participative administration process, and system and technology, 5) products, and 6) success conditions. The results of possibility and usefulness measurement were at the highest level in the whole picture.

The New Body of Knowledge

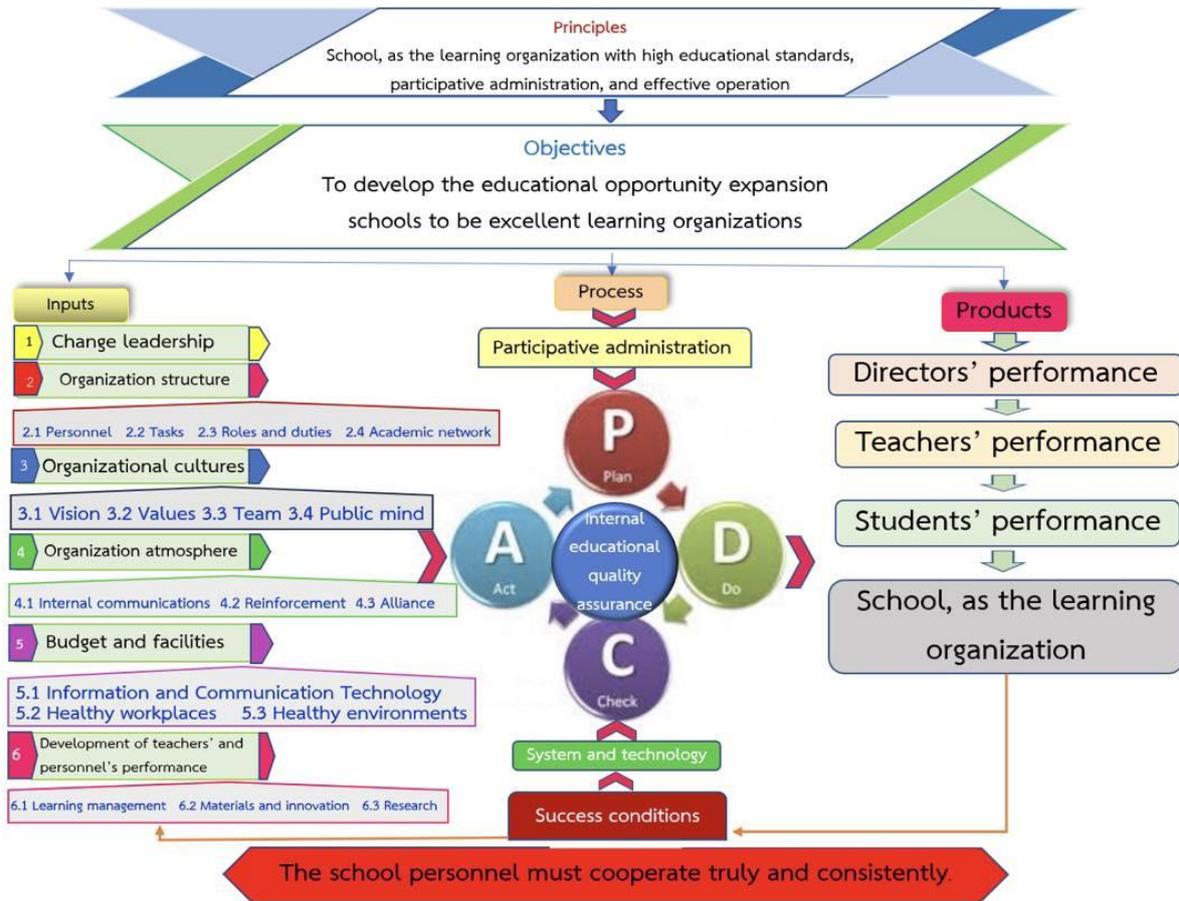


Figure 3: The New Body of Knowledge

According to the picture above, there were 6 components of the effective management model for educational opportunity expansion schools in the Northern region as these follows:

1. Principles: School, as the learning organization with high educational standards, participative administration, and effective operation.
2. Objectives: To develop the educational opportunity expansion schools to be excellent learning organizations.

3. Inputs, consisting of:
 - 3.1 Change leadership
 - 1) Idealistic influence or charismatic leadership 2) Intellectual Stimulation (IS) 3) Individualized Consideration (IC) 4) Inspiration
 - 3.2 Organization structure
 - 1) Personnel 2) Tasks 3) Roles and duties 4) Academic network
 - 3.3 Organizational cultures
 - 1) Vision 2) Values 3) Team 4) Public mind
 - 3.4 Organization atmosphere
 - 1) Internal communications 2) Reinforcement 3) Alliance
 - 3.5 Budget and facilities
 - 1) Information and Communication Technology 2) Healthy workplaces 3) Healthy environments
 - 3.6 Development of teachers' and personnel's performance
 - 1) Learning management 2) Materials and innovation 3) Research
4. Process
 - 4.1 Participative administration
 - 4.2 Internal educational quality assurance
 - 4.3 System and technology
5. Products
 - 5.1 Directors' performance
 - 5.2 Teachers' performance
 - 5.3 Students' performance
 - 5.4 School, as the learning organization
6. Success conditions: The school personnel must cooperate truly and consistently.

Discussion of Research Results

1. Results of the study on components of the effective management model for educational opportunity expansion schools in the Northern region

1.1 The results showed that there were 11 components, including 1) academic leadership, 2) participative administration, 3) Organizational cultures, 4) learning process management, 5) organization atmosphere, 6) teachers' performance, 7) learning innovation, 8) encouragement, 9) educational quality assurance, 10) teamwork, and 11) internal communications, and according to the Confirm Factory Analysis, there were 9 components consisting of 1) academic leadership, 2) participative administration, 3) Organizational cultures, 4) learning process management, 5) organization atmosphere, 6) learning innovation, 7) encouragement, 8) teamwork, and 9) internal communications, which corresponded with the results of Phrimphrao Warapanpipit's proposed "Policy for excellence of basic school under

the local government organizations” (Warapanpipit, 2013), Suriya Howhan’s “The administration model towards excellence of school under the secondary education service area office” (Howhan, 2016), Nattanon Wittayaprakhon’s “The development administration model towards excellence of the educational opportunity extension schools in the northeastern region” (Wittayaprakhon, 2020), Poompiput Rukponmongkol’s “Principles, theories, and practices of educational administration” (Rukponmongkol, 2021), McKinsey 7-S Model for firm’s organizational design analysis (Peters, and Waterman, 1982), Austin & Reynolds’s study stating that “The effective school administration must have the characters reflecting the success”. (Austin, and Reynolds, 1990), and Sammons, Hillman & Mortimore’s study on the development of the components affecting the success or effectiveness of school administration. (Sammons, Hillman, and Mortimore, 1995)

1.2 The results of the study on the problematic conditions showed that there were 9 components consisting of 1) academic leadership, 2) participative administration, 3) Organizational cultures, 4) learning process management, 5) organization atmosphere, 6) learning innovation, 7) encouragement, 8) teamwork, and 9) internal communications. According to the analysis from the questionnaire, the overall rating is at highest, which corresponded with the results from these studies: Academic administration strategies for lower secondary school students in educational opportunity expansion schools, Kamphaeng Phet Province (Rungrueangronnchai, and Rukponmongkol, 2019), and the development administration model towards excellence of the educational opportunity extension schools in the northeastern region (Wittayaprakhon, 2020). The results of the study on the 9 problematic condition components of the effective management model for educational opportunity expansion schools in the Northern region showed that the least operated component was encouragement, which meant that there were lacking of encouragement from the school directors to the teachers, corresponding with the studies of Nattanon Wittayaprakhon: The development administration model towards excellence of the educational opportunity extension schools in the northeastern region (Wittayaprakhon, 2020), and Jirat Sringampimon: Model of excellent administration for extra-large schools under office of the basic education commission. (Sringampimon, and Rukponmongkol, 2022)

1.3 The results of the study on the effective management guidelines for educational opportunity expansion schools in the Northern region by learning through interviewing from 3 Best Practice Schools selected by purposive selection method as follows:

- 1) Watnongloun School, Phichit Elementary Education Service Area Office 1.
- 2) Ban Muangkao Sri Intratit School, Sukhothai Elementary Education Service Area Office 1.
- 3) Bancherngdoi School (Doisaket Sueksa), Chiang Mai Elementary Education Service Area Office 1.

2. Results of Drafting the model and manual of effective management model for educational opportunity expansion Schools in the Northern region.

2.1 According to the study on drafting the manual of effective management model for educational opportunity expansion Schools in the Northern region by academic workshop, there were 6 effective components, including 1) principles, 2) objectives, 3) inputs, including change leadership, organization structure, organizational cultures, organization atmosphere, budget and facilities, and development of teachers' and personnel's performance, 4) process, consisting of internal educational quality assurance, participative administration process, and system and technology, 5) products, and 6) success conditions, corresponding with the concept of the development of provincial primary education administrative model (Atsawapoom, 2014), and the research: Development guidelines leadership of the school administrators in the development of schools as learning organizations. (Rukponmongkol, 2015)

2.2 According to the study on correctness and properness checking on the management model and manual of effective management model for educational opportunity expansion Schools in the Northern region by connoisseurship, there were 6 effective components. They had the highest level of correctness and properness in the whole picture which corresponded with Srisopha (2007) that "Connoisseurship is one of the evaluating methods as the naturalistic approach according to the concept of Eisner".

3. Summary of evaluation on the effectiveness of management model and manual for educational opportunity expansion schools in the Northern region by public hearing seminar

The researcher had evaluated the possibility and usefulness, with experts' suggestions. The summary showed that there were 6 components, including 1) principles, 2) objectives, 3) inputs, including change leadership, organization structure, organizational cultures, organization atmosphere, budget and facilities, and development of teachers' and personnel's performance, 4) process, consisting of internal educational quality assurance, participative administration process, and system and technology, 5) products, and 6) success conditions, which corresponded with the studies of Nattanon Wittayaprakhon: The development administration model towards excellence of the educational opportunity extension schools in the Northeastern region. (Wittayaprakhon, 2020)

Conclusion

The findings indicated that there were 9 components, including 1) academic leadership, 2) participative administration, 3) organizational cultures, 4) learning process management, 5) organization atmosphere, 6) learning innovation, 7) encouragement, 8) teamwork, and 9) internal communications. The model building resulted in 6 components, including 1) principles, 2) objectives, 3) inputs, 4) process, 5) products, and 6) success conditions.

The evaluation indicated that the highest Mean was teamwork. The problematic conditions were found very less in the whole picture. The results of correctness and properness checking were at the highest level. And the evaluation of possibilities and usefulness was at the highest level in overall.

Suggestions

From the results of the research, the researcher has the suggestions as follows:

1. The suggestions from the research

From the research result of the 1st objective, It could be effective model for the school directors as the developmental guidelines of effective management for the educational opportunity expansion schools, as long as for the other organizations.

From the research result of the 2nd objective, the user manual for development of effective management for the educational opportunity expansion schools should be made and published extensively to the other organizations.

From the research result of the 3rd objective, it could be an information for the directors of educational office area and school levels to learn about personnel administration to the excellence from the model in order to improve the school's educational quality and performance. It could also be applied for the educational opportunity expansion schools.

2. The suggestions for future research

The future research should involve the following issues:

2.1 The model invented from this study had not been used practically yet. Therefore, the further studies should bring this model into use in the real situations and evaluate the results.

2.2 The potential factors that might affect the management model for the educational opportunity expansion schools in the Northern region should be studied altogether.

2.3 Qualitative researches about the management model for the educational opportunity expansion schools in the Northern region should be conducted.

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