

Integrated administration model to enhance participating schools in the world class standard school project

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Abstract

The research aims to evaluate and to study the problems of school administration in regards to world class standard school project, construct the model and study the results of using the model for enhancing the quality of schools. The instruments used were analyzing the score, evaluating small group discussion, interviews recording of workshop, checking the relevancy, feasibility and validity of the drafted model and handbook for using the model, evaluating the results of using the model, evaluating satisfaction with the model utilization, and recording the lesson. The Population and Samples were 14 schools participating in world-class standard schools project in Chiang Mai Province. Data was analysed in terms of frequency, percentage, mean, standard deviation and content analysis. The findings reveal schools in Chiang Mai in regards to world class standards came up with 341.02 mean, failing to pass the criteria set by Thailand Quality Award (TQA) promoted by the Office of the Basic Education Commission. The main problems included administrator's unclear understanding on school administration regarding standards, students and stakeholders of various backgrounds making difficult to develop students coming from poor families and insufficient budget, resulting in student's low academic achievement. Learning the outcomes not in line with the vision and identity of the school. The integrated administration model for enhancing quality of world class standard schools was composed of principle, objectives, system, mechanism and operational methods. The model follows PDCAI cycle: Plan-Do-Check-Act-Improve. Results of the model assessment reveal that the model effectiveness and satisfaction of the users were at the highest levels. The feedback reveals that the school administrators should were promote learning organization to actualize the school's vision along with the operational plan, evaluation method, good practice and benchmarks to assure desirable outcomes, efficiency and effectiveness.

Keywords: administrative model, integration, quality assurance, world class standard school

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1. Introduction

Educational development and educational standards upgrading by reforming the curriculum, instructional process, teachers, educational personnel, educational quality assurance and educational management have to suit the changes and needs of the present society. (Ministry of Education, 2010) In reality, that many factors can cause educational development success and failure. Consequently, the Office of the Basic Education vision is be the prime agency to push forward Thai education to top rank in Southeast Asia. The mission is assure that all school age will obtain high quality education, having knowledge regarding morality and competency leading to universal quality development. (Office of the Basic Education Commission, 2009)

Office of Public Sector Development Commission (OPDC) proposed to use the Public Sector Management Quality Award (PMQA) to assure the effective and sustainable public sector development system. The cabinet gave approval on June 28, 2005. Subsequently, The Office of the Basic Education had prescribed effectiveness and efficiency indicators for schools performance commitment in 2009 fiscal year. The commitment required schools joining the world class standard school project to carry out education quality assurance using the Thailand Quality Award criteria (TQA). The standards are the same as those of the Malcolm Baldrige National Quality Award (MBNQA) of the United States of America which has become the model for Thailand Quality Award and other countries all over the world. (Tansuwan, 2005)

In order to assure government schools heading in the same direction and upgrade educational provisions in line with World Class Standard, the Office of the

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Basic Education declared its determination to create a new generation of Thais to be good members of the world community. The objective is to empower learners to have the capacity to be world citizens by developing curriculum and instruction in line with universal standards as well as to upgrade the quality system management covering 1) the quality of school administrators, 2) management systems, 3) basic factors, 4) network development. The quality system management has been accepted as the system to assure the organization's best practice. (Office of the Basic Education Commission, 2009)

Chiang Mai Province has 14 schools taking part in the world class standard school project. Among these, two of them are managed by school development. Seven schools are 1st group world class standard schools, and five schools are of 2nd group (Office of the Secondary Educational Service Area 34, 2016, p.1). From the evaluation carried out by the affiliated agency, it was found that so far two schools have passed the criteria of Thailand Quality Award set by the Office of the Basic Education Commission Quality Award (OBECQA) for 2014-2015. They are Chomthong School and Anuban Chiangmai School. However, 12 schools had failed to pass the standards. These are Yupparaj Wittayalai School, Wattanothaipayap School, Navamindarajudis Phayap School, Fangchanupathum School, Sankamphaeng School, Sanpatong Wittayakom School, Hodpittakom School, Horpra School, Kawilawittayalai School, Sansai Wittayakom School, Maerimwittayakhom School and Samoengpittayakhom School. (Office of the Secondary Educational Service Area 34, 2016)

Consequently, to assure those taking part in world class standard schools project to have quality in line with the Thailand Quality Award criteria set by the Office of the Basic Education, the researcher had become interested in creating the integrated administration model for enhancing the quality of world class standard schools by using the factors to facilitate the process and enhance the outcomes of the cycle of integrated administration utilizing Deming cycle theory (Deming, 1982) which is crucial in carrying out the education assurance operation covering the Plan, Do, Check, Act, and Improvement cycle (PDCAI).

As well as other educational administration factors to enhance efficiency and effectiveness, minimize the overlapping in the instruction and administration of teachers and administrators of the school, and to promote Thailand Quality Award criteria set by the Office of the Basic Education.

2. Research Questions

2.1 What are evaluation results and problems of administering school taking part in the world class standard schools project in line with Thailand Quality Award criteria promoted by the Office of the Basic

Education?

2.2 What are user guidelines or manual for applying the integrated administration model to enhance the quality of world class standard schools, based on the TQA criteria?

2.3 What are the results of applying the integrated administration model and manual for enhancing quality of world class standard schools? What is the satisfaction of the user?

3. Research Objectives

3.1 To analyze the results of evaluating the world class standard schools and review the problems of administering the world class standard schools in line with the Thailand Quality Award criteria promoted by the Office of the Basic Education.

3.2 To the integrated administration model and manual for enhancing the quality of world class standard schools project participants.

3.3 To study the results of applying the integrated administration model for enhancing the quality of schools aspiring for world class standard.

4. Population and Sample Used in the Research

The researcher has set up the scope on population and information users along the research procedural steps as follows:

Step 1 – Analyze the evaluative results and review problems concerning the administration of world class standard schools in Chiang Mai and coming up with two steps as follows:

Step 1.1 Analyze the results of evaluation – The population includes the world class standard schools having obtained Thailand Quality Award from the agency affiliated totaling 12 schools.

Step 1.2 Review administration-related problems – The users of the information included the school principals or deputy school principals of 12 world class standard schools that had not passed the Thailand quality award criteria.

Step 2 – Construct an integrated administration model for enhancing the quality of world class standard schools consisting of three steps as follows:

Step 2.1 – Study the administration of the schools that had been with best practice in line with the Thailand Quality Award criteria. The information users included two school principals from Chomthong School and Anuban Chiangmai School

Step 2.2 – Draft the integrated administration model for enhancing the quality of world class standard schools. The sample was obtained from purposive sampling of the target groups including the school principals and deputy school principals of the world class standard schools in Chiang Mai and the experts totalling 31 individuals

Step 2.3 – Validate the model and handbook for applying the integrated administration model for enhancing quality of world class standard schools. The population consisted of ten experts including administrators and experts from the Office of the Basic Education totalling three individuals, principal/experts from secondary/primary educational service area office totaling two individuals and principal of world class standard schools having passed the evaluative criteria totaling five individuals.

Step 3 – Review the results of applying the integrated administration model for enhancing quality of world class standard school along two steps as follows:

Step 3.1 – Apply the target groups of administrators and teachers of world class standard schools having not yet passed the evaluative criteria totaling 12 schools

Step 3.2 – Review the results of applying the model and satisfaction with the handbook. The information providers were personnel of the world class standard schools having not yet passed the evaluative criteria along the Thailand Quality Award totaling 12 schools, each of which had seven subjects including the school principal, deputy school principal, and teachers of 12 schools totaling 1,034 individuals.

Step 3.3 - Extract the lessons learned and reflection of the informants of the world class standard schools having not yet passed the evaluation along the Thailand Quality Award criteria totaling 12 schools from each of which was the school principal or deputy school principal

5. Materials and methods

This research utilized the method between quantitative research and qualitative research coming up with participatory action research (PAR) as proposed by Kemmis and McTaggart (1988) and utilized PAOR process in constructing the integrated administration model for enhancing quality of world class standard schools and came up with the results as shown in Fig. 1.

6. Research Conclusions

6.1. Upon Analysing the results of the evaluation on world class standard schools and studying the problems on administrating the world class standard schools along Thailand Quality Award criteria maintained by the Office of the Basic Education

6.1.1 Results of analyzing the evaluative results on world class standard schools in Chiang Mai, it was found that the evaluative results along the Thailand Quality Award criteria maintained by the Office of the Basic Education during 2014-2015 on 12 schools reveal that: The mean score of 341.02 from 1,000 scores

failing to pass the Thailand Quality Award criteria set by the Office of the Basic Education(OBECQA). When each section was taken into consideration, the findings are as follows: Section 1 – organization leading; the mean was 53.60 scores from 110. Section 2 - strategy, the mean was 38.30 from 90. Section 3 - students and stakeholders, the mean was 44.10 from 100. Section 4 – knowledge measurement, analysis, and management, the mean was 35.66 from 90. Section 5 – personnel, the mean was 43.99 from 100 scores. Section 6 – operation, the mean was 40 from 110 scores. Lastly, Section 7 – outcomes, the mean was 85.62 from 400.

6.1.2 Results of reviewing the problems on administrating the world class standard schools in Chiang Mai reveal that:

Section 1 – The problems were 1) administrators lacked a clear understanding in administering a world class standard school, and, 2) the Thailand Quality Award criteria maintained by Office of the Basic Education provided an unclear explanation in certain topics.

Section 2 - The problems were 1) administrators lacked knowledge and understanding about setting up a plan for developing education and setting up a strategic plan, and, 2) the guideline, model, and strategic plan to lead to a concrete practice consistent with the Thailand Quality Award criteria had not been clear.

Section 3 – The problems were 1) students and stakeholders were various, causing difficulty in developing the schools, and, 2) there was no assessment on the needs and satisfaction of the students and the stakeholders.

Section 4 – The problems were 1) there was no clear system for measuring, analysing, and managing knowledge. Information was not systematically collected and maintained, posing difficulty for measuring, analysing, and managing knowledge, and, 2) lacking supervision, monitoring, and following up the operation, projects, and activities.

Section 5 – The problems were 1) insufficient teachers for the number of students, lacking teachers in certain learning strands as the school had no authority in filling the post, nor recruiting the personnel in line with the organizational needs, and, 2) the teacher's workload increased; beside teaching responsibility, including the problem of unequal distribution of workload for teachers.

Section 6 – The problems were 1) the operational system and process had not been relevant to the school's context or outcomes, lacking integration, and there was no coordination between management and employees, and, 2) there was no determination of the operational model and system nor the school's organizational chart in responding to the Thailand Quality Award criteria.

Section 7 – The problems were 1) students were from poor families leading to low academic achieve-

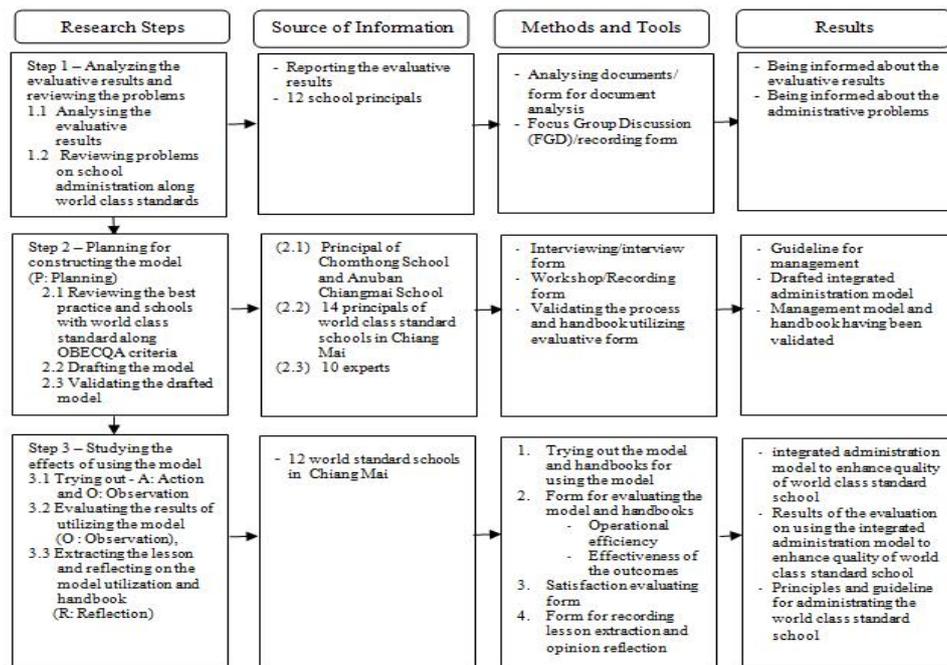


Figure 1: Research Procedural Steps.

ment and O-NET scores lower than the national mean, and, 2) insufficient budget for management resulting in the school's outcomes being irrelevant to the vision and identity of the schools.

6.2. Results of Constructing Integrated Administration Model for Enhancing Quality of World Class Standard School

1. The integrated administration model was composed of 6 parts as follows:

1.1 Principle: principle of participation of the personnel concerned with the integration of the works and learning organization to enhance the organization's quality and actualize the principle of sustainable development

1.2 Objectives: to enhance quality of the world class standard schools

1.3 System and mechanism was composed of:

1.3.1 Input: Factors facilitating the integrated administration

1.3.1.1 Current conditions, problems, and best practice

1.3.1.2 School administration and management

1.3.1.3 Internal quality assurance of the school

1.3.1.4 Eleven values and success factors of Thailand Quality Award promoted by the Office of the Basic Education

1.3.1.5 Other administrative factors

1.3.2 Process: Administration and process, integrated administration model for enhancing the quality of world class standard schools, integration of all relevant factors (I) by integrating all the factors at

every step of the PDCA cycle with all of the 7 sectors of the OBECQA criteria, internal quality assurance, school administration and management based on the causes, factors, and conditions of the school

1.3.3 Output: Outcomes of the model

1.3.3.1 Results of the model assessment

1.3.3.2 Results of satisfaction with the model utilizing handbook

1.4 Operational Methods include:

Step 1- Planning (P)

Step 2- Doing (D)

Step 3- Checking (C)

Step 4- Acting (A)

Step 5- Integrating the related factors (I)

1.5 Guideline for Evaluation includes:

1.5.1 Evaluating efficiency of the process and effectiveness of the outcomes

1.5.2 Evaluating the satisfaction of the individual concerned with the model utilization

1.6 Conditions of Success: The administrator has to support the integrated administration, setting up the goals and direction of development, facilitate the operation, and be dependable for teachers and personnel in schools on a serious and continuous basis.

2. The handbook includes instructions on using the handbook: Part 1 – introduction, Part 2 – basic knowledge on Thailand Quality Award criteria maintained by the Basic Education Committee, Part 3 – the integrated administration model for enhancing quality of world class standard schools, Part 4 – process of uti-

lizing the model, Part 5 – evaluating the model utilization, and Appendix.

3. Results of evaluation on the model and handbook for utilizing the integrated administration model for enhancing the quality of world class standard schools by the experts reveal that the integrated administration model and the handbook for utilizing the integrated administration model for enhancing quality of world class standard school was effective at most levels.

6.3. Results of Studying the Results of Utilizing the Integrated Administration Model for Enhancing Quality of World Class Standard Schools

6.3.1 Concerning efficiency of the process in sections 1-6, it was found that:

Section 1 – Organization leading had the mean in general at most levels. The first three highest evaluative results were the school principal had set up the direction, vision, mission, goals, value, expectation, value adding, and operational results and success of the schools. The next one was the school principal being responsible for providing education and finance, having transparency in operating the tasks, welcoming internal and external auditing, protecting interests of students and stakeholders, and showing leadership, good personality, human relations, and consistency, respectively.

Section 2 – Strategy had the mean in general at most levels. The first three highest ratings include the school implementing human resource plans covering capacity development, manpower planning, setting up strategic objectives and operational plans both short term and long term. The following successes included the school implementing the plan along framework and schedule to set up short-term and long-term plans, carrying out the operational evaluation and comparing results with the goals and operational results of the previous year, and the school creating short-term and long-term plans in a concrete way, respectively.

Section 3 – Students and stakeholders had the mean in general at most levels. The first three highest evaluative means were the schools organizing a meeting for parents and stakeholders to be informed about the results of their children's learning and listening to the recommendations for organizing education in the year to come. Next was the school had built up good relationships, royalty, and satisfaction of the students and responded to the expectations of students, listening to the opinions of students, parents and stakeholders and took them into consideration when setting up the school's education and operational plans.

Section 4 – Measuring, analysing, and managing learning had the mean in general at most levels. The first three highest evaluative means were schools utilizing data and information, progress, and performance results to compare with strategic objectives, operational plans, indicators, an operation of the schools on financial aspects both short term and long term.

The next one was the school had implemented a system for evaluating the provision of education a long universal standards in a fast and efficient way. Finally, the school maintained information systems to base the school innovation-concerned decision with effectiveness, respectively.

Section 5 – Personnel management had the mean in general at most levels. The first three highest evaluative results were the school setting health, safety, and protection with the indicators for operational results, goals, and improving workplace environment. The next ones was the school developed a policy to facilitate the personnel in providing services and satisfying the rights and needs of the personnel of various types, and the school had developed a learning system on leadership, talent, attentiveness to the work, and morality, and the successful actualization of operational plans both short and long term periods, respectively.

Section 6 – Operation had the mean in general at most levels. The first three were the school having implementing the scope of competency of the school's operation conveying the mission and operational plans. Next was the school designing the operational and innovative systems both inside and outside in a systematic way, being ready for, and focusing on the prevention of accidents, fire, and emergency of students and stakeholders in effective and orderly ways. Effectiveness of the Outcomes

Section 7 – The outcomes had the mean in general at most levels. The first three highest evaluative scores were the school having evaluated the performance of the personnel regarding their knowledge and ability. The next one was the schools reviewed the learning outcomes of the students, providing service, followed by creating indicators on quality of the educational provision, satisfaction, commitment to the school of the students and stakeholders, carrying out the evaluation, working atmosphere, health service provision, safety, and creating a good environment for the operation, respectively.

Concerning the evaluation on satisfaction with the utilization of the integrated administration model, it was found that, in general, the satisfaction was at most levels. The first three highest satisfaction was with the method of carrying out PDCAI model, followed by the guideline for evaluating the model and principle of the model, respectively.

The reflection and handbook on the Integrated Administration Model for Enhancing Quality of World Class Standard School reveals that the school administrator should encourage and motivate the school personnel, parents, students, and community to take part in making the school a learning organization. They should participate in setting up the strategic plans of the school. Such strategic plans have to comply with the vision of the school. There should have been a survey on the needs of students, teachers, parents,

and community to set up the direction for running the school. A management process is needed for selecting, complying, analyzing, managing, and improving the data, information, knowledge, and information technology management to review and improve the operation to push forward for enhancing the learning and operational outcomes and increase the competitiveness of the school. There should be an attempt to identify the factors affecting the commitment and satisfaction of the teachers and personnel based on the principles of equality, transparency, and fairness. The operational system should be designed to cover all the tasks and suit the school's context. There should be clear goals and operational plans with good practice as the comparing case. The efficiency and effectiveness of the operation would then follow.

7. Discussion

In this research, the researcher had found three interesting issues which could be discussed as follows:

7.1 The integrated administration model for enhancing quality of world class standard schools had been rated appropriate, feasible, and valid at most levels. Such model is composed of six parts, namely, 1) principle, 2) objectives, 3) components and operational steps, 4) learning toward practice, 5) outcomes, and, 6) conditions of the model. Similar findings were also made by Runcharoen (2007) who had set up the components of the model and came up with 6 ones, namely, 1) principle, 2) objectives, 3) system and mechanism, 4) operational method, 5) evaluative guideline, and 6) conditions of the model. Meanwhile, Brown and Moberg (1980) had differently prescribed the administrative model and proposed that it should include 1) environment, 2) technology, 3) structure, 4) administrative and managerial processes, and, 5) decision making.

The model that is appropriate, feasible, and valid should also be laid down with systematic principles, objectives, and steps. Concerning this, the researcher has reviewed the concepts concerning model and model construction including the utilization of participatory action research (PAR) in constructing the model and handbook. The process started with a brainstorming session joined by administrators and teachers of the world class standard schools in Chiang Mai and focus group discussion (FGD) joined by experts to check its relevancy, feasibility, and validity of the model and handbook for utilizing it. The outcome, was the model covering all the contents and was unique to serve as the integrated administration model for enhancing quality of world class standard schools.

7.2 Evaluative results on the integrated administration model for enhancing quality of world class standard schools that passed the standards set (from 3.50 and up) are as follows:

7.2.1 Results on the evaluation on Sections 1- 7 of every sector reveal that, in general, it was at most levels. The integrated administration model for enhancing quality of world class standard schools (PD-CAI) had been systematically organized and effectively covered specific rules (A4), had the guideline leading good practice in every agency and area, for every group (D4), regularly utilized comparative information leading to the improvement of the operation and clear guidelines (L4). The guidelines are concerned with and responded to both short-term and long-term strategy. It also supports one another's success (I4). Lastly was the outcome assessment for every group and the outcomes were compared with expectations (P4). This is congruent to the findings of the research conducted by Charoenkham (2009) who had studied excellency model of schools affiliated with Bangkok. The findings reveal that, firstly, excellency factor of schools affiliated with Bangkok was composed of 5 factors, namely, 1) school management, 2) school principal, 3) school administrative structure, 4) students, parents, community, and society, and 5) teacher and educational personnel. Secondly, excellency of the schools affiliated with Bangkok along the criteria of National Institute of Standards and Technology. In general, the excellency was at most levels. Similarly, Sereewatana (2012) had studied the systematic assessment of the project on universal standard schools and came up with the findings as follows: Firstly, concerning context, it was found that objectives of the world class standard schools had expectations for the students to obtain academic excellence, be able to communicate in at least two languages, get ahead on ideas, produce constructive pieces of work, and mutually take responsibility for the world community. The schools were relevant to the educational policy leading towards quality at most levels. However, the aims should be of universal standards for the whole system and at every grade all over the country. Secondly, concerning inputs, it was found that teachers, administrators, and basic factors of the world class standard schools were at most levels.

7.3 Concerning satisfaction assessment, in general, the satisfaction was at most levels. The satisfaction of the model utilization in every aspect, in general, was at most levels. There was no particular item that had been assessed at most level. This might be because of the proportion of the population used for assessing the satisfaction with the results of model utilization. The majority of the subjects were teachers and there were fewer deputy principals and principals. Most secondary schools focused on the assessment along the set criteria and sometimes the subjects had evaluated themselves lower than their normal practice. The researcher then proposed the issues for discussion. This is congruent to Phongampai (2013) who had studied the relationship between administrator's competency and the school's quality development along universal

standards affiliated to Secondary Educational Service Area Office 1 and found that the competence of administrator of the universal standard schools affiliated to Secondary Educational Service Area Office 1, in general, was at most levels. Kongtawee (2013) had studied the way to maintain the quality system of the world class standard school of Wattanothaipayap School, Chiang Mai, and found that the quality system operation of the world class standard schools on quality of the school, administrator, and management system was at most levels.

8. Recommendations

From this research, the recommendations are made as follows:

8.1 In assuring the application of integrated administration model for enhancing quality of world class standard schools to achieve goals set, the school administrator should take the lead in proceeding at every step with the participation of teachers, personnel, students, and the concerned individuals based on the real conditions without any bias in operating along the integrative operation to improve the quality of the world class standard school.

8.2 There should be a study on and operation with integrated administration model for enhancing quality of world class standard schools at every step focusing on the 6 components, namely, 1) the principle 2) objectives, 3) operational components and steps, 4) putting learning into practice, 5) outcomes, and, 6) conditions of success, all of which could assure the success of the integrated administration model and satisfy the standard criteria set for Thailand Quality Award of the Office of the Basic Education.

9. Recommendation for Further Research

9.1 There should be research for comparing and developing on integrated administration model to improve quality of other school groups such as regional groups of science-specialized schools or Princess Chulabhorn Science-specialized High School, Science Classrooms in University-Affiliated School Project (SCIUS) of Ministry of Science and Technology or other school groups aiming at upgrading quality of education in the country.

9.2 There should be an effort to develop the model of and create the handbook for applying integrated administration models of the schools in other projects to be applied appropriately along the school context.

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