



## Developing Model of Institution Administration based on Sufficiency Economy Conceptual for Improving Sustainability Education Quality

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**Abstract:-** School administration is both the science and art of educational management. The Specific purpose aimed for developing a model of institution administration based on sufficiency economy for improving sustainability education quality into the study with the participants of key informants and samples. The collections to involved synthesizing documentary, interview questionnaires, the questionnaires to the data study the approaches and factors affecting, creating developing, and evaluating the model. Approaches to institution administration of setting the vision and mission of being a quality organization to clearly and comprehensively, the factors affecting an institution administration were the factors affecting both to direct and indirect for improving sustainability education quality. Model of institution administration based on sufficiency economy conceptual at “Key” of 5<sup>th</sup> factors were input, administration process, output, impact, and feedback. CFA. showed to all 5<sup>th</sup> factors at significant levels of 0.01. Administrators who will lead to the educational institution and personnel at the goals of improving the quality of education effectively.

**Keywords:** Model of Institution Administration, Sufficiency Economy Conceptual, Improving Sustainability Education Quality.

### Introduction

Institution administration is both the science and art of management on the administrators who will lead to the educational institution and personnel at the goals of improving the quality to the education effectively. Education is important a foundation to development that mechanisms a developing of competencies and abilities are important to variable in long-term competitiveness (Jedaman P., &Others., 2017). In the educational context, teachers are important gardeners for nurturing national future masters of students. Teachers are successful, students will be successful, in-term Thai's national will be continuing the prosperous. Therefore, quality of education can forecast of future. Teachers play a pivotal role in practice on educational quality. Teaching should be regarded as professional; the teachers conduct these professional services to the students and the professional is based on teachers' content knowledge and practice of instructional delivery of the content knowledge (Office of the Education Council, 2017). The strategic development and management are preparing people, creating people, and innovation, linking access to technology, and being in the change. This requires systematic management used of education-driven planning to the successful and can be converted to practice as the procedure for problem-solving and development, identity change includes the cultural change that can propel the country to the first world of Thailand 4.0.

Education is the main mechanism for development, supporting, cultivating ideas, knowledge in the civic community. A key competency variable and long-term potential. By the design, education is the main solution of a development to be related in the human and society. The key context of contemporary educational design to the dynamics changes from the transition in the 20<sup>th</sup> Century to the 21<sup>st</sup> Century. The currents of the change have impacted both to the social, economic, environmental, cultural and educational that the factors of transition, such as revolution “Arab Spring” through use of technology, stepping in socio-economy include the cultural, education, management and organizing politically (Jedaman. P., Kenaphoom, S., and et al.,2021). Transition in educational management by reshaping the education management system to create accountability, increase the quality and efficiency of education, foster stakeholder engagement with education, develop professional teacher quality,



outcome-based assessment and base real to the conditions it aims to manage learning to build competence, develop curricula, create learning materials, including research, using technology and learning materials in line with the vision (Agbatogun, A. O., 2012). The ability of administrators to manage educational institutions that show responsibility for the quality of education standards to learners effectively and efficiently, by providing opportunities for all sectors of society with the potential to participate in the implementation of various forms of educational management, including the development of appropriate quality and efficiency assessment systems (Daniel C., Edelson, Douglas N. Gordin & Roy D. Pea., 2011). Accordance with the context and needs of society into the orders to be able at using the resources of cost-effective and most efficient to the manner in the management of educational institutions to in-terms of policies, strategies, implementation, and operations with goals, especially to the systematic model administration style. Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. Bush, Tony (2018) at all levels of the educational ecosystem, management is required; management involves the planning, organizing, implementation, evaluation, and integration of institutions. Connolly, Michael formulating its strategic vision and mission, reviewing and enhancing school policies, monitors school performance, reporting to stakeholders, and collaboration. Educational management is a goal-oriented activity, the educational management effectiveness is very much on political and the quality of life (Gold. D. 2017).

The relationship between education, management style, organizational effectiveness. Institution administration is both the science and art of educational management. Specific purpose aimed for developing a model of institution administration based on sufficiency economy conceptual for improving sustainability education quality of two mains the objectives aimed to study the approaches and factors affecting to institution administration for improving sustainability education quality, and developing model of institution administration based on sufficiency economy conceptual for improving sustainability education quality.

### **Theoretical Frameworks**

Institution administration as a model in any action it shows and explains the relational structure of the key elements of the study in an easy-to-understand way, with details of the elements of the model, depending on the nature of the phenomenon, the main objectives of the creators and developers consist of objective principles, inputs, processes, outputs, and feedback effects the systematic model has key components (Chanyaphaiboon, S., 2012; Abraham, Stanley C. 2006) : 1) inputs such as personnel, budget, materials, management, and motivation, 2) processes, 3) results, 4) impact. Consistent with Connolly, Michael. (2017), a model that promotes management consists of inputs, processes, outputs, and results, and Nakavej, N. (2011) studied the school management model and concluded that the model has the following components of inputs, processes, outputs, impacts, and feedbacks into the objectives at management principles, management structure, operational strategy, and success image. Cook, J. D., and Wall, T. D. (2016) state that a pattern is a set of interrelated elements that have principles and objectives, inputs, processes, and factors for yield and feedback to be consistent with Robbins, Bergman, Stagg, and Coulter (2006) the model is composed of inputs, processes, outputs, and returns. Sufficiency economy is not a technique but has a broad meaning ideology, worldviews, relationships, and values. Sufficiency economy is the thinking and practice in the way of life and the way of working that indicate self-reliance, dependence a using knowledge and virtue conditions, based on modesty, rationality, immunity to be balanced and ready for change including the material, social, environmental, and cultural aspects to be strong based on wisdom, prudence, caution to use in planning and implementation of every step. In which, if awareness and knowledge, understanding and follow the guidelines used in living with the intention will be able to sustain stability, although there will be no changes in the globalization era. Pimdee. P., Jedaman. P., and Others., (2017) concluded that the sufficiency economy, there are to main considerations were to, a) conceptual framework it is a philosophy that guides life and behaves in the right direction based on the traditional way of life into the society and applied at all times, including a systematic view of the world in a way that is constantly changing, focus on escaping disasters and crises, b) features into sufficiency economy can be applied to practice at all levels, from the household, the community and the society, and the state, which



emphasizes the practice in the middle line and step by step development, c) definitions and conditions at sufficiency definitions and conditions it consists 3 loops of modesty, reasonableness, immunity and 2 conditions of morality, knowledge as, (1) modesty: that is not too little or not too much, without hurting themselves and others, production and consumption at moderate level, (2) reasoning: the decisions regarding the level of sufficiency must be made logically based on relevant factors as well as taking into account the expected consequences of such actions, (3) immunity: self-immunity, preparing for the possible effects of changes in the future, (4) knowledge conditions: knowledge of various academic related fields, the prudence to put that knowledge into account is linked together for planning, and caution in the process, and (5) morality conditions: awareness of virtue, integrity, patience, persistence, wisdom in life, not greedy and not stingy, and d) practices and expected results to application of the sufficiency economy is a balanced and sustainable development, ready for changes in the economy and society, environment, knowledge and technology. The sufficiency economy and educational development must have the characteristics of an integrated development that results in a holistic were balance between human development so that people are the center of behavioral, mental, and intellectual development (Vasri, P. 2014; Tantivejkul, S. 2014; Jadaman, J. 2018; Office of the Education Council. 2018).

Developing model of institution administration based on sufficiency economy for improving sustainability education quality including input, administration process of leadership and management strategies, sufficiency economy, involvement, achievement, organization, effectiveness, output, impact, and feedback. Therefore, an institution administration process based on sufficiency economy, it is necessary to have a good enough self-immunity and requires knowledge, prudence, caution in planning and execution, strengthening the mental foundation of the personnel at all levels to have a sense of morality, and organizational management that focuses on achievement, quality of education, participation, the effectiveness of the process for improving sustainability education quality.

## Methodology

The methodology was mixed-method research of qualitative research to involved synthesizing documentary, interview, brainstorming, participation action learning with the participants of key informants. Quantitative to survey by questionnaire of the samples to study the approaches and factors affecting to institution administration for improving sustainability education quality and developing a model of institution administration based on sufficiency economy for improving sustainability education quality.

### The Participants:

*The qualitative research:* the participants of key informants were 7 teachers and 8 school committees at Chumchon Nong Bua Khok School under Chaiyaphum Primary Education Service Area Office, 3 into the Office of the Basic Education Commission, Thailand to study the approaches to institution administration for improving sustainability education quality, the key informants were 9 experts to a creating and developing model of institution administration based on sufficiency economy for improving sustainability education quality, the participants all were by purposive sampling.

*The quantitative research:* there are 250 samples were teachers, student's parents, and school committees to study the factors affecting institution administration for improving sustainability education quality and developing a model of institution administration based on sufficiency economy for improving sustainability education quality. However, this study determined the sample size using Structural Equation Modeling (SEM), which Hair, et al (2010) suggested that the sample size should be between 10-20 times the number of empirical variables. Thus, there were 25 observational variables in this research. Finally, participants all were by multistage random sampling.

**The Instruments:** Research instruments were to, (a) an interview questionnaire of the approaches to institution administration in 5 areas including the educational management for security, educational quality improvement, teacher competency development, creating opportunities for access to quality educational services, improving management efficiency was the structure questionnaire to have item of objective congruence, (b) the questionnaire of the factors affecting to institution administration in 5 areas including leadership, processing sufficiency economy strategic management,



administrator and teachers, curriculum and learning management, learning environment and atmosphere was semi-structured questionnaire of 5 rating scales to have item of objective congruence and the confidence of 0.84, (c) questionnaire of the factor to model of institution administration in 5 areas including input, administration process, output, impact, and feedback was semi-structured questionnaire of 5 rating scales to have item of objective congruence and the confidence of 0.86.

**Collections Method:** The data collections of this study to divided of 3 the stages were followed;

**Stage 1:-** Analysis of the approaches and factors affecting.

1) To analyze the documentary study as a framework for implementation and collect information in the management approach to the conceptual.

2) Organize a meeting to analyze current problems to find solutions together from exchanging knowledge and discussing issues of group discussion to gain deep and broad information on real problems.

3) Individual interview by interview questionnaire of the approaches to institution administration in 5 areas including the educational management for security, educational quality improvement, teacher competency development, creating opportunities for access to quality educational services, improving management efficiency with 7 teachers and 8 school committees to collect data and analyzed the results of the approaches to institution administration for improving sustainability education quality was the qualitative research.

4) To survey by the questionnaire of the factors affecting to institution administration with 250 samples of the teachers, student's parents and school committees to collect data and analyzed the results of levels to the factors affecting to institution administration for improving sustainability education quality include the direct and indirect of the factors affecting was the quantitative research.

**Stage 2:-** Developing model.

5) To involve synthesizing documentary of the factors, indicators for action framework and gather information to analyze of conceptual.

6) A brainstorming and participatory action learning with 9 experts to a creating and develop a model of institution administration based on a sufficiency economy.

7) Take to the result of the data to combined with information from the documentary study to gather data to collect data and analyzed the results of the model of institution administration based on sufficiency economy for improving sustainability education quality into the factors and indicators was the qualitative research.

**Stage 3:-** Model evaluation.

8) To survey by the questionnaire of the factor to the model of institution administration for improving sustainability education quality in 5 areas including input, the process to administration based on sufficiency economy, output, impact, and feedback with 250 samples of the teachers, student's parents and school committees to collect data and analyzed the results of Confirmatory Factor Analysis (CFA) to associated with the factors and indicators of the model of institution administration for improving sustainability education quality was the quantitative research.

**Inquiry Method:** An inquiry method into data analysis was followed;

a) Results of the approaches to institution administration for improving sustainability education quality is the qualitative data were analyzed by using three main stages, i.e., data reduction, data organization, data interpretation to a conclusion. The factors affecting institution administration for improving sustainability education quality is the quantitative data were analyzed by descriptive statistical analysis including mean, standard deviation, and Path analysis in the influence of both to direct and indirect factors using the computer.

b) Results of the model of institution administration into factors and indicators is the qualitative data were analyzed by using three main stages, i.e., data reduction, data organization, data interpretation to a conclusion. CFA to the model of institution administration for improving sustainability education quality is the quantitative data were analyzed by descriptive statistical analysis including mean, standard deviation, and Confirmatory Factor Analysis: CFA with empirical data by LISREL program using the computer.



## Results

The results of the approaches and factors affecting institution administration for improving sustainability education quality, and model of institution administration based on sufficiency economy for improving sustainability education quality were followed:

### *a) Results of the approaches and factors affecting institution administration for improving sustainability education quality.*

1. Approaches to institution administration for improving sustainability education quality include the educational management for security, educational quality improvement, teacher's competency development, creating opportunities for access to quality educational services, improving management efficiency in guidelines to shown as table 1.

**Table 1:-** Approaches to institution administration and guidelines.

<b>Approaches</b>	<b>Guidelines</b>
<b>Educational management for security</b>	(1) Encouraging educational institutions to integrate the sufficiency economy to be used in organizing the learning process. (2) Creation of educational innovations that enhance the learners' learning skills in line with 21st-century skills. (3) Creating the learners to feed economic growth that meets the industrial society, along with building capacity transfers, and efficiency that meets the needs of the knowledge society. (4) Development of appropriate educational management according to the local context and promote and support the organization of activities both inside and outside the classroom that is conducive to the development of knowledge and skills. (5) Creating a new learning path under the changing and fluidity of technology to efficiency. (6) Creating the knowledge and understanding of the dynamics of change, networking in the community, raising awareness that is responsive and consistent with the 21 <sup>st</sup> century.
<b>Educational quality improvement</b>	(1) Educational system that focuses on enhancing the thinking process and the connection of learning and working towards future careers. (2) Curriculum and Learning Management focuses on student-centered and has goals in an integrated manner. (3) Providing opportunities for the learners to choose what to study to accommodate their aptitudes and interests. (4) Curriculum management and assessment are in line with the main objectives. (5) Supporting the use of a variety of media, technologies, and innovations. (6) The development of learning management and assessment systems to ensure quality, standards lead to the development of the quality of the learners to their full potential.
<b>Teacher's competency development</b>	(1) Establishing a development mechanism to build capacity that produces good results and improving the quality of education that can be a comprehensive learning resource, along with the continuous development of teachers to have professional competence. (2) Developing the teachers to be able to manage quality learning in a variety of formats, such as the professional learning community (PLC), learning through active learning (3) Motivation for the teachers to have morale in a working. (4) Use of educational technology, is a factor that helps spread quality learning management to the learners. (5) Knowledge management based on information technology can be used for effective and integrated learning management.
<b>Creating opportunities for access to quality educational services</b>	(1) Creating a student support system, behavior promotion system, protection system, and social immunity for students. (2) Inspiring students to be enthusiastic about learning, creative thinking that can lead to goals and self-assessment. (3) Providing learners with opportunities for creative collaboration and development for creating their learning environment. (4) Encouraging learners to discover their potential in a broad-based and holistic way of learning.



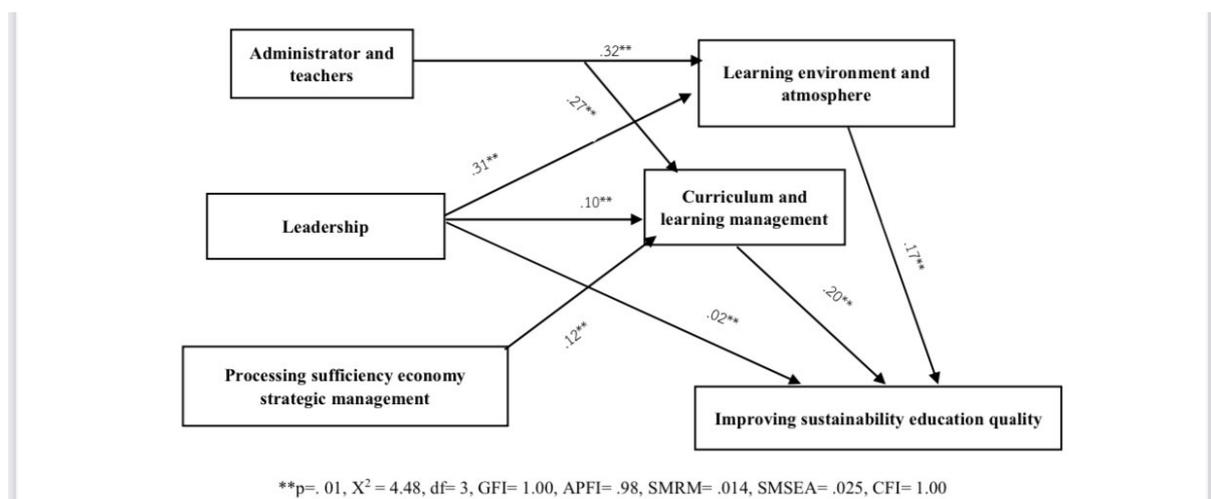
Approaches	Guidelines
Improving management efficiency	(1) Area-based management to strengthen the quality of network education, such as the network to promote the efficiency of education management, learning center development groups. (2) Development of planning systems and the implementation of plans, supervision, monitoring, and evaluation for effective management based on good governance (3) Development of digital technology systems for educational management that have standards that are linked and accessible. (4) Strengthening in upgrading the quality of educational institutions according to the context of the area and strengthening the quality assurance system of educational institutions (5) Promotion and support of participation from all sectors in learner quality development.

2. Factors affecting to institution administration for improving sustainability education quality in 5 areas including leadership, processing sufficiency economy strategic management, administrator and teachers, curriculum and learning management, learning environment and atmosphere of the levels to shown as table 2, and the direct and indirect influence of all 5 factors to shown as figure 1, and table 3.

**Table 2:-** Mean, Standard deviation, and levels to the factors affecting institution administration.

No.	Factors affecting institution administration for improving sustainability education quality	Levels		Meaning
		Mean	Std.	
1.	Leadership.	4.48	0.71	High
2.	Processing sufficiency economy strategic management.	4.47	0.72	High
3.	Administrator and teachers.	4.49	0.70	High
4.	Curriculum and learning management.	4.50	0.70	High
5.	Learning environment and atmosphere	4.46	0.73	High
	<b>Totals.</b>	<b>4.48</b>	<b>0.71</b>	<b>High</b>

In table 2., the levels to Factors affecting institution administration for improving sustainability education quality in 5 areas including leadership, processing sufficiency economy strategic management, administrator and teachers, curriculum and learning management, learning environment and atmosphere of high levels (Mean of 4.48, Std. of 0.71). When considering each the factors with the mean in descending order (1-3), it was found that the curriculum and learning management had the highest mean (Mean of 4.50, Std. of 0.70), inferiors of administrator and teachers (Mean of 4.49, Std. of 0.70), leadership (Mean of 4.48, Std. of 0.71), respectively.



**Figure 1:-** The direct and indirect influence of all 5 factors.



**Table 3:-** Size of influence both direct and indirect and overall influence of factors affecting institution administration for improving sustainability education quality.

Factors affecting institution administration	Learning environment and atmosphere			Curriculum and learning management			Improving sustainability education quality		
	DE	IE	TE	DE	IE	TE	DE	IE	TE
Leadership	.31**	-	.31**	.10**	-	.10**	.02	.07**	.09**
Administrator and teachers	.32**	-	.32**	.27**	-	.27**	-	.11**	.11**
Processing sufficiency economy strategic management	-	-	-	.12**	-	.12**	-	.03**	.03**
Learning environment and atmosphere	-	-	-	-	-	-	.17**	-	.17**
Curriculum and learning management	-	-	-	-	-	-	.20**	-	.20**

\*\* p = .01.

On figure 1, and table 3. Size of influence both direct and indirect and overall influence of factors effecting to institution administration for improving sustainability education quality of all 5 factors including leadership, processing sufficiency economy strategic management, administrator and teachers, curriculum and learning management, learning environment and atmosphere in direct and indirect influences at significant levels of 0.01. It was found that there were 3 direct influencing factors in order of influence from the most into the curriculum and learning management to influence 0.20, learning environment and atmosphere to influence 0.17. And leadership to indirect of influence pass of the learning environment and atmosphere to influence 0.31, and pass of curriculum and learning management for improving sustainability education quality to influence 0.07. Also, administrators and teachers to indirect of influence pass of the learning environment and atmosphere to influence 0.32, and curriculum and learning management for improving sustainability education quality to influence 0.11, include the processing sufficiency economy strategic management to indirect of influence pass of curriculum and learning management for improving sustainability education quality to influence 0.03. Factors affecting an institution administration of all 5 factors were the factors affecting both to direct and indirect for improving sustainability education quality at significant levels of 0.01.

**b) Results of the model of institution administration based on sufficiency economy for improving sustainability education quality.**

1. Model of institution administration based on sufficiency economy for improving sustainability education quality at a “Key” of 5 factors including (i) input, (ii) administration process of 6 processes were leadership and management strategies, sufficiency economy, involvement, achievement, organization, effectiveness, (iii) output, (iv) impact, and (v) feedback were followed;

**i. Input:**

*Vision:-* Quality organization into institution administration based on sufficiency economy.

*Mission:-* Encouraging the learners to be educated and inclusive, encouraging the learners to have morals and ethics, fostering the learners to have achievements and desirable attributes, developing the space-based and participatory management, building accountability, supporting the quality of education management, and integration with sufficiency economy, developing the professional teachers.

*Strategic Development:-* Education management for stability, learner development and educational quality, participation from all parties involved in education management, administration based on sufficiency economy, continuous the teachers' development.

*Assessment:-* Controlling and monitoring, supervision a using professional learning community (PLC), resources and tools for management and evaluation.

**ii. Administration Process:**

*Leadership and management strategies:-* Determine the expected values of achievement, visualizing future success, valuable leadership in education, paradigm shift, and driving a learning culture, systematically open management to the dynamics of change from internal and external factors, to establish an operational system of operations aimed at the area base.

*Sufficiency Economy:-* Self – sufficiency to a balance and be ready to change in socio-economy, socio-cultural, socio- education and politically based on Knowledge and morality that is prudent including reasonableness and immunity to being cautious of management and implementation



planning in educational operations for orderly to the quality improving educational of the school for sustainability.

*Involvement*:- The collaborative, decision making, participation and development, joint supervision, monitoring, evaluation, responsibility-sharing, and networking to cooperation integration in educational management (Co-share ideas and understanding, co- implementation and development, co- evaluation, and mutual benefits).

*Achievement*:- Operations following the vision, the mission to objective goals, and the main goal of an operation to the quality improving the educational on the schools including educational quality assurance, developing students, opportunity and equality, access to services of educational, Language skills and digital technology skills, and life skills of the quality and standards.

*Organization*:- Organization management of relationships between various departments from assigning tasks, power, duty include the responsibility to consistent with competency and ability of personnel in the organization. And proactive and policies on implementation for implementing the mission of the organization to achieve objectives and goals for efficiency consisted of the objectives, operational process on structures and personnel to educational management of organization culture to schools as learning community (SLC).

*Effectiveness*:- Leading the organization with vision, focusing on the results and quality, effectiveness, and value of the emphasizing concrete the results and benefits for highest use best. And focusing the educational management of the future in innovation and technology for comprehensive education, using big data to systematic information on the management able to search various the information of effectiveness.

**iii. Output:** Educational institution quality assurance result, desirable characteristics result, learning achievement result, O-NET test result, professional teachers' competency result.

**iv. Impact:** Students care system, safe and honest school, schools as a learning community (SLC), and quality.

**v. Feedback:** Policy proposal issues into action plans.

*Management strategies*:- Determine the expected values of achievement, visualizing future success, valuable leadership in education, paradigm shift, and driving a learning culture. spatial management and real-world learning process to standardize quality, systematically open management to the dynamics of change from internal and external factors, to establish an operational system of operations aimed at the area base on the center of development.

*Curriculum*:- curriculum with objective metrics and assessments, competency-specific, critical thinking skills, and innovative media creation to create new knowledge, focus on social interaction skills, life skills, innovation skills, initiative, responsibility.

*Learning management*:- Learning management focuses on learning process methods, integrating various subject content, learning of professional skill upgrades, along with driving knowledge economy, allowing students to choose what to learn according to their aptitude, readiness, and potential.

2. Confirmatory Factor Analysis: CFA to the model of institution administration based on sufficiency economy for improving sustainability education quality in weights to shown as figure 2, and table 4.

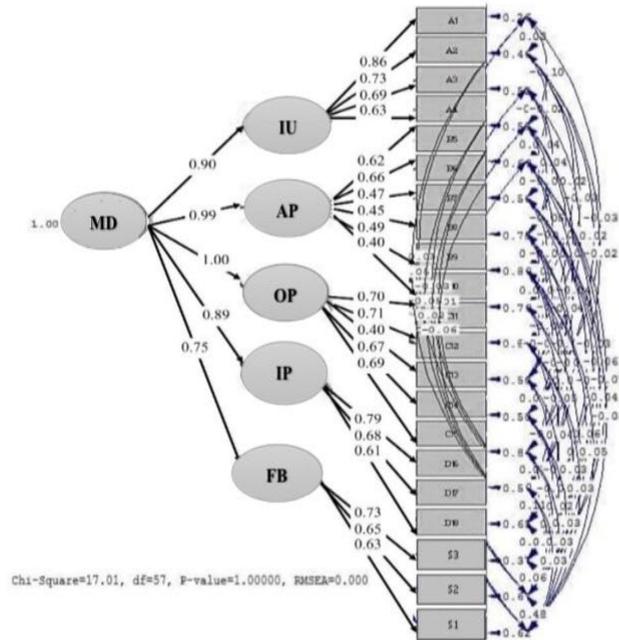


Figure 2:- CFA to the model of institution administration based on sufficiency economy.

Table 4:- Standard weight values of the model into 5 factors with observable indicators.

Factors (MD)	Observable Indicators	Standard Values	Weight
Input (IU)	Vision	0.86**	
	Mission	0.73**	
	Strategic development	0.69**	
	Assessment	0.63**	
Administration Process (AP)	Leadership and management strategies	0.62**	
	Sufficiency economy	0.66**	
	Involvement	0.47**	
	Achievement	0.45**	
	Organization	0.49**	
Output (OP)	Educational institution quality assurance result	0.70**	
	Desirable characteristics result	0.71**	
	Learning achievement result	0.40**	
	O-NET test result	0.67**	
	Professional teachers' competency result	0.69**	
Impact (IP)	Students care system	0.79**	
	Safe and honest school	0.68**	
	Schools as learning community (SLC) and quality	0.61**	
Feedback (FB)	Management strategies	0.73**	
	Curriculum	0.65**	
	Learning management	0.63**	

\*\* significant .01.

On figure 1, and table 4. CFA to the model of institution administration based on sufficiency economy for improving sustainability education quality including input (IU), administration process (AP), output (OP), impact (IP), and feedback (FB) at significant levels of 0.01.



## Discussion

Approaches to institution administration of setting the vision and mission of being a quality organization to clearly and comprehensively, the factors affecting an institution administration were the factors affecting both to direct and indirect for improving sustainability education quality. Model of institution administration based on sufficiency economy conceptual at “Key” of 5<sup>th</sup> factors were input, administration process, output, impact, and feedback. CFA. showed to all 5<sup>th</sup> factors at significant levels of 0.01. Administrators who will lead to the educational institution and personnel at the goals of improving the quality of education effectively. Because in addition the developing model of institution administration is based on a sufficiency economy with development principles and objectives, inputs in vision and mission, management processes based on sufficiency economy of operations for productivity, results, and feedback, also, the correlation factors of a reflecting development involve to the systematic integration of practices for improving sustainability education quality. Administrations are the key person in driving the success of organizations. Leaders according to this framework should occupy knowledge, skills, and morals. They must maintain good governance and staff empowerment to achieve the goals of organizations. Leadership and management strategies to determine the expected values of achievement, visualizing future success, valuable leadership in education, paradigm shift, and driving a learning culture, systematically open management to the dynamics of change from internal and external factors, to establish an operational system of operations aimed at the area base to accordant of Harmon, Colm, Hessel Oosterbeek, and Ian Walker (2003) the board of education and principals are responsible for managing educational institution's daily operations. The school board formulates policies and has decision-making powers. Draft L. Richard (2014) the administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences (Bush, Tony, 2018). All the levels of the educational ecosystem, management is required; management involves the planning, organizing, implementation, evaluation, and integration of institution. Connolly, Michael (2017) formulating its strategic vision and mission, and reviewing and enhancing school policies. Board also monitors school performance, reports to stakeholders, and collaboration. Educational management is a goal-oriented activity (Gold. D., 2017). Educational management effectiveness is very much on political and the quality of life. The relationship between education, management style, organizational effectiveness. The increasing education is pointed to as a strong force toward a more participative management style. Yukl, G. A. (2018) the leadership in organizations a managing goal of improving quality of education is in a process alignment, approach to decentralized administration with stakeholder to collaborative true management. Relative self-sufficiency a starting from the basic level of knowledge creation. Pimdee P, Jedaman P, et al (2017) said that the sufficiency economy transcends western capitalism. Which is related to material objects such as money, property, profit, non-psychological abstract, but the sufficiency economy is broader than the capitalist economy or business economy, and to mentioned that the sufficiency economy has at least the important dimensions of implementation including 1) the dimension is enough for everyone, it's not an abandoned economy, 2) sufficiency mind dimension that can make love and caring for others, 3) sufficiency environment dimension is the conservation and enhancement of the environment, enabling sustenance and career, 4) social, economic, cultural, and community dimensions are strong enough from strong integration, will make it possible to solve various problems, 5) sufficiency problem dimension is a shared learning in practice and continuous adaptation from cooperation and exchange of knowledge, openness and knowledge to overcome problems and change as well as being an immunity to strong development, 6) the dimension is based on culture sufficiently from the way of life of the community groups in relation to the diverse environment, so the economy should be relevant and grow from the cultural base to be stable, and 7) the dimensions are sufficiently stable. When everything is sufficient, the balance is normal and sustainable. Strategic development and management are preparing people, creating people, innovation, linking access to technology, and being in the change. Sukamart, A, Jedaman, P, and Authors (2017) require systematic management used of the education-driven planning to the successful, stepping in socio-economy include the cultural, education, management and organizing politically. Rutchareon, T., and Sripairot,



W. (2011) said that the awareness and knowledge, understanding and follow the guidelines used in living with the intention will be able to sustain stability, although there will be no changes in the globalization era. Encouraging educational institutions to integrate the sufficiency economy to use in organizing the learning process, creation of educational innovations that enhance to the learners' learning skills in line with 21<sup>st</sup>-century skills. Creating the learners to feed economic growth that meets the industrial society, along with building capacity transfers, and efficiency that meets the needs of the knowledge society. Development of appropriate educational management according to the local context and promote and support the organization of activities both inside and outside the classroom that is conducive to the development of knowledge and skills, creating a new learning path under the changing and fluidity of technology to efficiency.

Implementation:- Creating the knowledge and understanding of the dynamics of change, networking in the community, raising awareness that is responsive and consistent with the 21<sup>st</sup> century. Leadership's administration will be leading of learning environment and atmosphere, including the curriculum and learning management for improving sustainability education quality. Administrators and teachers were affected at "key" to the creation of the learning environment and atmosphere, and curriculum and learning management, including the processing sufficiency economy strategic management for improving sustainability education quality.

### **Recommendation**

Institution administration is both the science and art of management on the administrators who will lead to the educational institution and personnel at the goals of improving the quality of education effectively. Approaches to institution administration for improving sustainability education quality include the educational management for security, educational quality improvement, teacher's competency development, creating opportunities for access to quality educational services, improving management efficiency of setting the vision and mission of being a quality organization to clearly and comprehensively. Factors affecting institution administration for improving sustainability education quality of leadership, processing sufficiency economy strategic management, administrator and teachers, curriculum and learning management, learning environment and atmosphere were the factors affecting both to direct and indirect for improving sustainability education quality at significant levels of 0.01. Model of institution administration based on sufficiency economy for improving sustainability education quality at a "Key" of 5 factors including (1) input, (2) administration process of 6 processes were leadership and management strategies, sufficiency economy, involvement, achievement, organization, effectiveness, (3) output, (4) impact, and (5) feedback. Also, CFA. showed to all 5<sup>th</sup> factors at significant levels of 0.01. Finally, the administrators will lead the educational institution and personnel at the goal of improving the quality of education effectively.

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