



Model Development of Institution Administration by Area base within Participation Integrate for Enhancing Effectiveness Educational Management

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Abstract:-Educational management is an important issue in setting the vision, mission, and strategies for upgrading education quality. This focuses on model development of institution administration by area base within participation integrate for enhancing effectiveness educational management. Mixed-method research to study with 48 key informants and 609 samples into the collections by documentary study, the interviews questionnaires, the evaluations questionnaires, and the questionnaires to the data. Current conditions of educational management should emphasize participation from stakeholders. However, the current conditions and need assessment of institution administration by area base within participation integrate at level of high levels, the highest need of mutual benefit. Model of Institution administration by area base within participation integrate of 5th factors of principles/objectives, inputs, integrated management processes, outcomes, impacts to 24th sub-factors on 75th indicators. Model suitability of most levels. Quality assurance of excellence, teacher competencies of most levels, O-NET achievement of students to higher, and satisfaction with the model of most levels.

Keywords: Model of Institution Administration by Area Base; Participation Integrate; Educational Management

Introduction

Educational management is a key to improving the quality of education to promote and facilitate, organizing the work system tightly and systematically in management allowing students to develop the knowledge, abilities, skills, attitude, values, and desirable characteristics to achieve the goal of educational management effectively. Jedaman. P., Kenaphoom. S., Jongmuanwai. B., and Niyomves, B. (2021) to address Thai's education 4.0 conceptual there are the challenges of the administrators in educational management able to support of access, use to create effective education management for corresponding globalization to effectiveness. Educational administration is an important process and ongoing activity. The school director takes the lead in implementing the personnel to actively cooperate to achieve the educational framework goals of the Six Quality Policy and the 10 Key Points. 6 teacher quality and 10 focus areas of spatial support efficiency and management leading to concrete action (Office of the Education Council. 2018). There are several reasons to promote developmental balance, including having the ability to manage and develop to be able to cope with more viable and effective coordination (Jedaman. P., Buraphan. K., Younyoung, C, and others. 2017). Therefore, it is a matter of responsibility to feel the commitment to work, trust and cooperate in participating in various educational activities. The management of the 21st-century paradigm shift in education towards knowledge-based development goals. Wanganutarot, P. (2017) On efficiency and neglect of the management paradigm shift means the failure of the overall reform of the 21st century in Thailand 4.0 has a high chance of entering an aging society (Thai's Basic Education Commission. 2019). This condition is caused by declining birth rates and people standing up, which affects the management of education in two areas: 1) Education personnel lack the opportunity and need to extend their working life of personnel. 2) Educational administration must be designed to educate more adults and education should not stop at school or working age (Masincee. K. 2018). These two issues are one of the key areas for management today to formulate a clear management plan to accommodate the upcoming change. Management needs to be more open and diverse, and unity is at the heart of success (National Council for Peace and Order (NCPO). 2019). And teamwork is an important tool in driving goals and creating a change-ready

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organization. It is the collaboration of people in a process that takes a lot of time to turn ideas together into results. The same includes the network that gives the most benefit (Donnelly H. Jame. Jr., James L. Gibson, John M. Ivancevich. 2012). The school director leads the operation, personnel actively cooperate to achieve educational goals and related to the improvement of the quality of education. This is a mission in all educational organizations, management both in the art of participation. It involves both the mental and emotional coexistence of individuals in their responsibilities, as a result of this participation, group members engage in and coordinate their work to achieve common goals and objectives. together (Randall, Lindsey. 2015). Strategies or art to lead others toward the goal of improving the quality of education in the process and a decentralized management approach of stakeholders to work together (Bush, Tony. 2018). A deep understanding of the engagement of both potential partners and education on potential partners is expected for enhancing such engagement (Panich, V. 2016). Management studies are essential in setting the vision, setting the mission, setting the objectives, formulating the strategy, formulating the plan, and implementing the plan to achieve the goal (Abraham, Stanley C. 2006). The promotion of participation in educational management from all parts with many dimensions such as support for sharing of benefits, decision making, and planning. However, looking at comprehensive participation have to look at the relevant context by defining the meaning and creating consistent understanding, emphasizing the process that provides opportunities for relevant parties at all levels of getting involved in roles and duties, decisions, and responsibilities. It is an important process and ongoing activity. This study has three main objectives were followed: (a) To study the current conditions and need assessment of institution administration by area base within participation integrate for enhancing effectiveness educational management. (b) To model development of institution administration by area base within participation integrate for enhancing effectiveness educational management. And (c) To evaluate using the model of institution administration by area base within participation integrate for enhancing effectiveness educational management.

Theoretical Conceptual

Educational administration has a scope in principle, including academic administration, budget management, personnel management, and general administration. Today's administrators must have a strategy for institution administration including Knowledge, competence, and acceptable behavior, creativity, vision in work, seeking new knowledge, the ability to influence cooperation in work, democracy. (Runchareon, T. 2019) Institution administration must be a person who has good characteristics and important working principles to ensure the work achieves its intended objectives. Therefore, education administration is an important factor that will lead the organization to its effectiveness. The key component is the person who acts as a leader to combine the forces that enable the organization to achieve its goals. (Salami, Reza and Soltanzadeh, Javad. 2012) Educational management and educational organization quality effectiveness, in terms of academic leadership, there was a relationship with and influence on quality education. (Connolly, Michael. 2017; Draft L. Richard. 2014; Lathapipat, Dilaka. 2011) Model of institution administration was the process of working together of personnel and resources to achieve organizational goals in an efficient and effective. For activities that make management successful as functions of management. Also, executives can work effectively and often those who perform administrative duties and implement administrative processes. Quality management with a focus on students and stakeholders, employee involvement, process management, use of operational facts and information, and continuous quality improvement. Model development of institution administration to have better properties, there is a principle that shows the elements or factors that are related to and affecting the factors during the operation. to achieve the objective the basic elements of system theory are (1) there is a pattern of sequence (2) there is a pattern of inputs and outputs (3) the individual elements of the model must be related (4) system theory believes in the principle of rationality (5) systematic theory taking into account the results of successful practices and effects (6) feedback. (Seong, Law Song. 2017; Mongkolwanich, J. 2016; Coukos-Semmel, E.D. 2002) A development of the model as a model for any action that shows or explains the relationship structure of the important elements of the study to make it easier to understand, by the model factors of a

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depending on the nature to the phenomenon as the main objective of the creator and developer, which is a representative model, is a set of factors or variables that are related to each other, is a conceptual principle that shows the connection of various components, namely, inputs to a process. Productivity and feedback. The model institution administration such as principles/objectives, inputs, integrated management processes, outcomes, and impacts. Participation in educational management was the psychological and emotional involvement of individuals in being together in a responsible group. As a result of such involvement, the members of the group cooperated. and coordinate to work together to achieve common goals and objectives. (Thailand Development Research Institute (TDRI). 2018) Therefore, participation is a matter of responsibility to feel committed to work, trust and trust, and cooperation. (Hanushek, E. 2011) If considering the concept of participation in working together to achieve common goals or objectives of brainstorming, co-planning, cooperation and development, and joint monitoring. Administration of educational institutions based on space and integration of participation to enhance effective education management in management in policies, visions, goals, and development directions, management of educational institutions that integrate participation, and planning in the goals that will lead to the success of the goals. Institution administration by area base within participation integrates brainstorming, co-planning, cooperation, co- monitoring and evaluation, and mutual benefit. Model development of institution administration by area base within participation integrate for enhancing effectiveness educational management focusing on setting vision, mission, objectives, strategies, work plans, and implementing the work plans to develop quality education.

Research Conceptual Frameworks

This research to 3 research phase was as followed:

Phase 1: Study the current conditions and need assessment of institution administration by area base within participation to integrate for enhancing effectiveness educational management such as current conditions of educational management, and current conditions and need assessment. What is the opinion?

Phase 2: Model development of institution administration by area base within participation integrate for enhancing effectiveness educational management of factors and indicators. According to the opinion, what should it look like? And suitability of the model. What is the opinion?

Phase 3: Evaluate using the model of institution administration by area base within participation integrate for enhancing effectiveness educational management on the quality assurance, teacher's learning management competency, O-NET achievement of students, and satisfaction to model. What is the effect of using it?

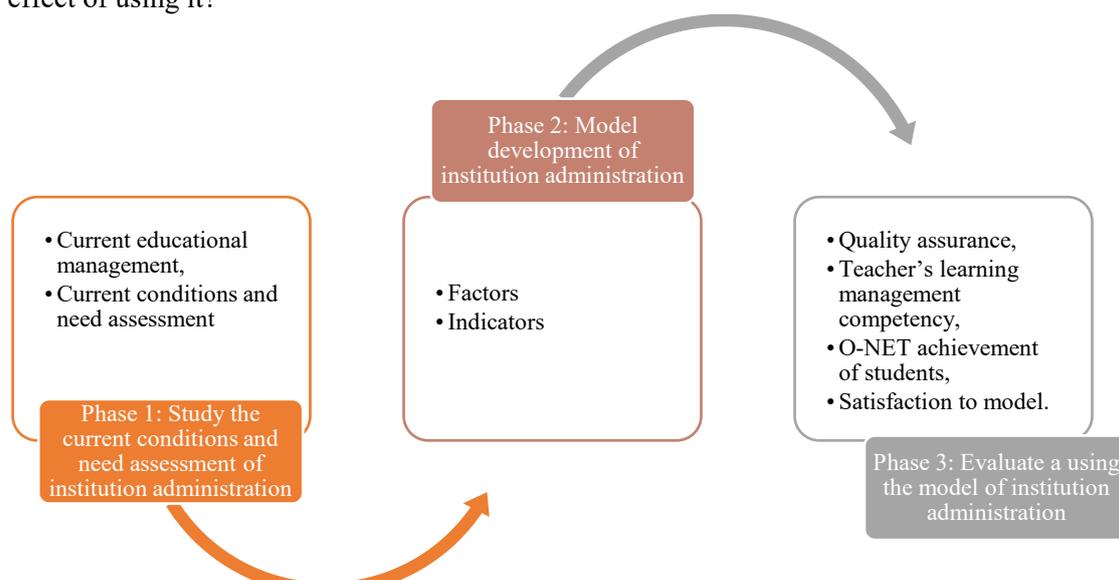


Figure 1 Research Conceptual Frameworks



Research Methodology

This research of mixed-method research on qualitative research) is based on interviews, brainstorming, and exchange of knowledge, document studies. Quantitative research based on opinion polls and evaluations into model development of institution administration by area base within participation integrates for enhancing effectiveness educational management.

Participants in this study were to, 1) population in Banmiwittaya school including director, voice directors, teachers, grade 7- 12 students, parents, and basic education institution committees, 2) key informants in the exchange of knowledge and interviews consisting of 4 voice directors, 8 head teachers, and 14 basic education committees, into co-creating and developing a model of 4 voice directors and 5 experts, into suitability evaluation of the model of 13 experts, into the training about to teacher's competencies of 75 teachers, they all were by purposive sampling, 3) the samples into the survey as opinions including voice directors, teachers, parents, and basic education institution committees of 609 samples, they all were by using Yamane's opening table, the proportion is 95%, and multi-stage random sampling of 609 samples to the data.

Research instruments were to, 1) an interview on the current condition of structure questionnaire in 3 aspects of (1) nagement in the policy, vision, goals, and direction of development, (2) management of educational institutions that integrate participation, (3) planning in the goals that will lead to the success of the goals to have the item of objective congruence: IOC of 1.00, 2) the questionnaire on the current conditions and need assessment of institution administration by area base within participation to integrate for enhancing effectiveness educational management of semi-structured questionnaire as 5- rating scales into 5 aspects of (1) brainstorming, (2) co-planning, (3) co-operation, (4) co- monitoring and evaluation, and (5) mutual benefit to the confidence value of the whole questionnaire at 0. 86, 3) an interview on creating and developing the model of structure questionnaire into 5 factors of (1) principles/objectives, (2) inputs, (3) integrated management processes, (4) outcomes, (5) impacts to have the item of objective congruence: IOC of 1.00, 4) the evaluation on suitability of model of semi-structured questionnaire as 5- rating scales into 4 aspects of (1) usefulness, (2) possibility, (3) suitability, and (4) correctness to the confidence value of the whole questionnaire at 0. 87, 4) the evaluation of teacher's learning management competency of semi-structured questionnaire as 5- rating scales into 3 aspects of (1) designing a learning management plan, (2) teaching that emphasizes effectiveness, (3) problem solving through classroom research processes to the confidence value of the whole questionnaire at 0. 88, 5) the questionnaire on satisfaction to the model of semi-structured questionnaire as 5- rating scales into 3 aspects of (1) management process, (2) promotion and support, (3) management and promotion of learning innovations to the confidence value of the whole questionnaire at 0. 89, respectively.

Data collection in this study was divided into 3rd phases; 1) the current conditions and need assessment by an interview questionnaire with 26 key informants including the voice directors, head teachers, and basic education committees, and to survey by the questionnaire with 609 samples including the voice directors, teachers, parents, and basic education committees, 2) model development of institution administration from the documentary study, learning exchange of creating the model with 9 key informants including the voice directors and the experts. And the suitability of the model by evaluation questionnaire with 13 experts, and 3) evaluate using the model of institution administration on quality assurance, O-NET achievement of students from a measurement and evaluation report, teacher's learning management competency from a workshop with 75 teachers by evaluation questionnaire, satisfaction to model to survey by questionnaire with 609 samples including the voice directors, teachers, parents, and basic education committees to the data.

Data analysis on qualitative data was analyzed by content analysis, on quantitative data was analyzed by descriptive statistical analysis including mean, standard deviation, modified priority needs index: PNI_{Modified}.



Results

The results to model development of institution administration by area base within participation integrate for enhancing effectiveness educational management were followed:

A) Results to current conditions and need assessment of institution administration by area base within participation integrate for enhancing effectiveness educational management.

Results to current conditions and need assessment of institution administration by area base within participation integrate for enhancing effectiveness educational management. In addition on the current conditions of institution administration by area base within participation integrate for enhancing effectiveness educational management were to, 1) management in the policy, vision, goals, and direction of development of a developing in line with future changes, focusing on planning that allows people to participate in the analysis, planning, and implementation of the plans that enable collaboration to be achieved of consistent and clear goals. A building the school culture from inspiring to a shared goal that connects vision, mission, and plan goals, 2) management of educational institutions that integrate participation in participating actions that involve teachers and school stakeholders in decision-making will create a sense of ownership of the practice, emphasizing opinions and listening to each other to lead to a joint decision-making process, and 3) planning in the goals that will lead to the success of the goals into the creation of educational innovations that enhance learners' learning skills in line with 21st-century skills, building transfer of potential and efficiency that meets the knowledge society. The levels to current conditions and need assessment of institution administration by area base within participation integrate for enhancing effectiveness educational management into 5 aspects of brainstorming, co-planning, co-operation, co- monitoring and evaluation, and mutual benefit to shown as table 1.

Table 1. Mean and standard deviation, current, and need levels, and PNI _{Modified}

No.	Current conditions and Need assessment	Current level		Need level		PNI _{Modified}
		\bar{X}	S.D.	\bar{X}	S.D.	
1.	Brainstorming.	4.25	0.74	4.50	0.49	0.055
2.	Co-planning.	4.23	0.77	4.49	0.51	0.057
3.	Co-operation.	4.22	0.78	4.48	0.52	0.058
4.	Co- monitoring and evaluation.	4.21	0.79	4.46	0.54	0.056
5.	Mutual benefit.	4.21	0.79	4.49	0.51	0.062
Totals		4.22	0.78	4.48	0.52	

On table 1. The current conditions and need assessment of institution administration by area base within participation to integrate for enhancing effectiveness educational management, by the current conditions of institution administration by area base within participation integrate for enhancing effectiveness educational management at the level of high levels (\bar{X} of 4.22, S.D. of 0.78), and need assessment of institution administration by area base within participation integrate for enhancing effectiveness educational management at the level of high levels (\bar{X} of 4.22, S.D. of 0.78). The highest needs were mutual benefit (PNI _{Modified} of 0.62), cooperation (PNI _{Modified} of 0.58), co-planning (PNI _{Modified} of 0.57), co- monitoring and evaluation (PNI _{Modified} of 0.56), and brainstorming (PNI _{Modified} of 0.55), respectively. This the mutual benefit to important issues such as creating a learning atmosphere between executives and personnel at all levels, doing activities together that create a good relationship between executives and personnel, and organizing education according to the need to apply knowledge and skills in learning management.

B) Results to the model of institution administration by area base within participation integrate for enhancing the effectiveness of educational management.

Results of the model of institution administration by area based on participation integrated for enhancing the effectiveness of educational management on the factors, sub-factors, and indicators shown in table 2.



Table 2. Factors, sub-factors, and indicators in the model of institution administration by area base within participation integrate.

Factors	Sub- factors	Indicators
1. Principles/objectives	1.1 Management in the policy, vision, goals, and direction of development.	1.1.1 Policy, vision, goals, and direction of development to be consistent with future changes. 1.1.2 Planning allows all personnel to participate in the analysis and planning of actions that lead to cooperation to achieve continuous, clear goals.
	1.2 Institution administration to participation integration.	1.2.1 Participatory action that allows teachers and school stakeholders to make decisions. 1.2.2 Creating a sense of ownership of the practice, emphasizing opinions, and listening to each other's opinions to lead a joint decision-making process. 1.2.3 Providing opportunities for personnel to participate in development activities that meet real needs. 1.2.4 School-based management. 1.2.5 Decision-making to increase participation roles and develop communication. 1.2.6 Leaders use leadership that supports, facilitates, and makes participants feel satisfied to develop learning management. 1.2.7 Encourages personnel to work as a team, participate in planning, and formulate action plans. and jointly define the vision, mission, and goals.
	1.3 Planning goals that will lead to success.	1.3.1 Creating educational innovations. 1.3.2 Enhancing the learners' learning skills following 21 st -century skills. 1.3.3 Enhancing and transferring potential in efficiency that meets the learning society.
	1.4 Enhancing effective education management.	1.4.1 Appropriate education management according to the local context. 1.4.2 Promote and support the organization of activities both inside and outside the classroom. 1.4.3. Moral and ethical development. 1.4.4 Curriculum improvement and curricular implementation to be effective. 1.4.5 Learning management following curriculum according to student's needs. 1.4.6 Curriculum development and teaching and learning processes that respond to differences between individuals. 1.4.7 Develop teaching and learning process management to quality measurement and



Factors	Sub- factors	Indicators
		evaluation consistently to effectively achieve the goals.
2. Input	2.1 Management policy and strategic planning.	2.1.1 Policies that respond to the achievement of benefits. 2.1.2 Management of the education system in terms of vocational and life skills in education, work, and livelihood. 2.1.3 action planning consistent with goals. Indicators of success. 2.1.4 Developing analytical thinking skills, creativity, and citizenship in the 21 st century. 2.1.5 Building an information repository and innovative educational media.
	2.2 Management and development of personnel.	2.2.1 Analysis of the results to develop methods in an integrated way and can contribute in a positive direction. 2.2.2 The target of actions and operations. 2.2.3 Development and training of personnel to be proficient, encouraging knowledge development and innovation. 2.2.4 Equitable application of moral principles for management. 2.2.5 Personnel's role in formulating management strategies and controlling performance.
	2.3 Administrator leadership.	2.3.1 Having a vision and broad thinking. 2.3.2 An emphasis on teamwork and applying the thinking process to work together to achieve common goals. 2.3.3 Academic knowledge and the use of technology in applying the management of work appropriately and cost-effectively. 2.3.4 Good governance brings knowledge to work management. 2.3.5 Assigning tasks for flexibility in work performance from the implementation of thought processes in operations to achieve common goals.
	2.4 Performance motivation.	2.4.1 Enhancing the works in a supportive and sharing manner to enhance performance. 2.4.2 Determining incentives and rewards to achieve performance. 2.4.3 Build pride in work and motivate workers to the fullest potential. 2.4.4 Building the cooperation to create a driving force in performance. 2.4.5 Building of self-development attitude towards professional advancement. 2.4.6 Promote the use of ICT to facilitate the performance of duties.



Factors	Sub- factors	Indicators
	<p>2.5 Follow-up information system.</p> <p>2.6 Creating an atmosphere of learning.</p>	<p>2.5.1 Continuous monitoring and auditing of performance.</p> <p>2.5.2 Improving performance using the information obtained from the assessment.</p> <p>2.5.3 Establishing a comprehensive technology storage system</p> <p>2.5.4 Establishing a Systematic and comprehensive performance data collection system.</p> <p>2.5.5 Assessment based on actual conditions that are clearly consistent with the context.</p> <hr/> <p>2.6.1 Create a learning atmosphere for teachers and students.</p> <p>2.6.2 Create an understanding and use data on performance from operations.</p> <p>2.6.3 Build the networks and encourage creativity.</p> <p>2.6.4 Teamwork and exchange of knowledge to create new experiences.</p>
<p>3. Integrated management processes</p>	<p>3.1 Brainstorming.</p> <p>3.2 Co-planning.</p> <p>3.3 Co-operation.</p> <p>3.4 Co- monitoring and evaluation.</p>	<p>3.1.1 Joint as defining the values expected to achieve valuable outcomes for education administration and stakeholders.</p> <p>3.1.2 Joint analysis of vision, mission, and strategies towards common goals.</p> <hr/> <p>3.2.1 Policy formulation that is based on strategies in the direction of operations.</p> <p>3.2.2 Jointly formulating courses, activities, or projects for learner development.</p> <p>3.2.3 Jointly planning learning management strategies.</p> <p>3.2.4 Jointly defining the details of the implementation methods and action plan.</p> <hr/> <p>3.3.1 Integrated education management of positive and quality movement.</p> <p>3.3.2 Implementation of activities or projects, and overseeing its operations.</p> <p>3.3.3 Establishing a system of implementation and actions to improve work processes with goals.</p> <p>3.3.4 Development of student-centered education management.</p> <p>3.3.5 Procurement and support of various resources.</p> <hr/> <p>3.4.1 Supervision and follow-up of continuing education management.</p> <p>3.4.2 Evaluation of educational management based on actual conditions.</p> <p>3.4.3 Systematic evaluation of the performance.</p>



Factors	Sub- factors	Indicators
	3.5 Mutual benefit.	3.5.1 Educational management that affects motivation and mutual appreciation of achievements. 3.5.2 Creation of a learning atmosphere between executives and personnel. 3.5.3 Education management according to needs to bring knowledge and skills to be used in learning management. 3.5.4 Knowledge transfer to apply knowledge to create good results.
4. Output	4.1 Quality assurance.	4.1.1 Results of internal quality assurance of educational institutions.
	4.2 Teachers' learning management	4.2.1 Results of the teacher's learning management competencies.
	4.3 Achievements.	4.3.1 Results of learning achievement and O-NET test scores of the students.
	4.4 Characteristics.	4.4.1 Results of Students' characteristics.
5. Impacts.	5.1 Satisfaction	5.1.1 Results of satisfaction to model.
	5.2 Management process.	5.2.1 Results of the education management process.
	5.3 Teachers.	5.3.1 Results of the professional learning community.
	5.4 Education successful.	5.4.1 Results of effectiveness education to sustainability.

Table 2. Model of institution administration by area base within participation integrate for enhancing effectiveness educational management at “Key” of 5th factors to 24th sub-factors on 75th indicators were to, 1) principles/objectives have to 4th sub-factors of management in the policy, vision, goals and direction of development, institution administration to participation integrate, planning goals that will lead to success, and enhancing effective education management to 19th indicators, 2) input have to 6th sub-factors of management policy and strategic planning, management and development of personnel, administrator leadership, performance motivation, follow-up information system, and creating an atmosphere of learning to 30th indicators, 3) integrated management processes have to 6th sub-factors of brainstorming, co-planning, co-operation, co-monitoring and evaluation, and mutual benefit to 18 indicators, 4) output have to 4th sub-factors of quality assurance, teachers' learning management, achievements, characteristics to 4th indicators, 5) impacts have to 4th sub-factors of satisfaction, management process, teachers, and education successful to 4th indicators. Also, the suitability of the model of institution administration by area base within participation integrate for enhancing effectiveness educational management to shown as table 3.

Table 3. Mean and standard deviation, and suitability of the model levels

No.	Suitability of the model	Levels		Meaning
		\bar{X}	S.D.	
1.	Usefulness.	4.67	0.33	Most
2.	Possibility.	4.65	0.35	Most
3.	Suitability.	4.63	0.37	Most
4.	Correctness.	4.73	0.27	Most
Totals		4.67	0.33	Most



Table 3. suitability of the model of institution administration by area base within participation integrate for enhancing the effectiveness of educational management at the level of most levels (\bar{X} of 4.67, S.D. of 0.33). At highest levels of all aspects (1-4) such as correctness, usefulness, possibility, and suitability, respectively.

C) Results to a using the model of institution administration by area base within participation integrate for enhancing effectiveness educational management.

i. Quality assurance of the school.

The quality assurance of the school includes standards of students quality, standards of administrative process and management, and standards of instruction to important students of excellence were to follow:

1) Standards of student's quality:- Grade 9 and 12 students have to increased test scores (O-NET), skills in reading, writing, communication, and numeracy as the criteria defined at each level increase, the ability to think differently, reflect, to consider carefully rational decisions, to have a rational exchange of ideas to solve problems, the ability to consolidate knowledge both by myself and in a team that connects knowledge and experience to use in innovation, can use information and communication technology for self-improvement, and morality.

2) Standards of administrative process and management:- The goals, visions, and missions are clearly defined under the context and needs of the community, have a clear quality management system, build cooperation from all parties, and use the information to improve. continually and exemplary work development, teacher professional expertise, professional learning communities to improve work, physical and social environment conducive to quality learning, and organizing Information technology system, supporting management and learning management that is suitable for real conditions.

3) Standards of instruction to important students:- Teachers to instruction through a practical and thoughtful process under learning standards and curriculum indicators have a learning management plan that can be applied to their lives, disseminate and use information technology media and learning resources that facilitates learning to create opportunities for learners to seek knowledge on their own, examine and assess students systematically and procedurally using measurement and evaluation tools and methods appropriate to the goals of learning management; Provide feedback to students and implement improvements, positive classroom management so that students learn together happily, have a professional learning community between teachers and stakeholders to develop and provide information. reflect to develop learning management.

ii. Teacher's learning management competency.

Teacher's learning management competency to shown in table 4.

Table 4. Mean and standard deviation, and competencies levels.

No.	Teacher's learning management competency	Levels		Meaning
		\bar{X}	S.D.	
1.	Designing a learning management plan.	4.67	0.33	Most
2.	Teaching that emphasizes effectiveness.	4.65	0.35	Most
3.	Problem-solving through classroom research processes.	4.66	0.34	Most
Totals		4.66	0.35	Most

Table 4. Teacher's learning management competency at level of most levels (\bar{X} of 4.66, S.D. of 0.35). At the highest levels of all aspects (1-3) such as designing a learning management plan, problem-solving through classroom research processes, and teaching that emphasizes effectiveness, respectively.



iii. O-NET achievement of students.

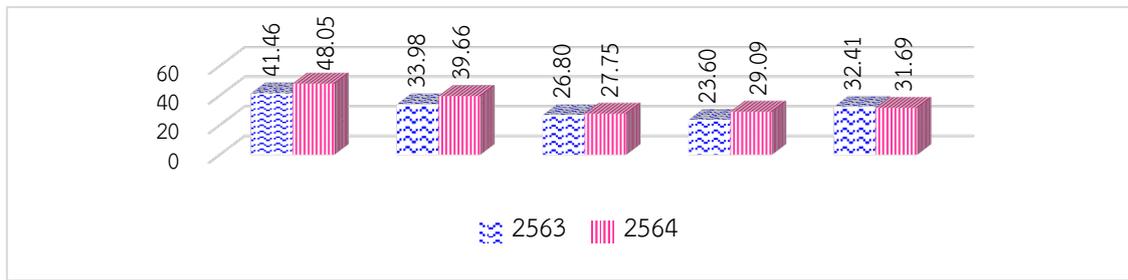


Figure 2. O-NET achievement of grade 12 students by comparing test scores between the academic year 2020 (before) and the academic year 2021 (after).

On figure 1. O-NET achievement of grade 12 students in the academic year 2021 have to increase test scores.

iv. Satisfaction to model.

The satisfaction with the model of institution administration by area base within participation integrate for enhancing effectiveness educational management to shown in table 5.

Table 5. Mean and standard deviation, and satisfaction levels

No.	Satisfaction to model	Levels		Meaning
		\bar{X}	S.D.	
1.	Management process.	4.69	0.31	Most
2.	Promotion and support.	4.65	0.35	Most
3.	Management and promotion of learning innovations.	4.73	0.27	Most
Totals		4.69	0.31	Most

Table 5. The satisfaction with the model of institution administration by area based on participation integrate for enhancing the effective educational management at the level of most levels (\bar{X} of 4.69, S.D. of 0.31). At the highest levels of all aspects (1-3) such as management and promotion of learning innovations, management process, and promotion and support, respectively.

Discussion

In the results of current conditions of educational management, it should emphasize participation from stakeholders. The current conditions and need assessment of institution administration by area base within participation integrate at level of high levels, the highest need of mutual benefit. Model of Institution administration by area base within participation integrate of 5th factors of principles/objectives, inputs, integrated management processes, outcomes, impacts to 24th sub-factors on 75th indicators, and model suitability of most levels. A using the model of institution administration by area base within participation integrate for enhancing effectiveness educational management on quality assurance including standards of students quality, standards of administrative process and management, and standards of instructional to important students of excellence, on teacher competencies including as designing a learning management plan, teaching that emphasizes effectiveness, and problem-solving through classroom research processes of most levels, on O-NET achievement of grade 12 students to higher, and satisfaction to the model of most levels. Because the model of institution administration by area base within participation integrate for enhancing effectiveness educational management were to management in the policy, vision, goals, and direction of development such as policy, vision, goals, and direction of development to consistent with future changes, planning that allows all personnel to participate in the analysis and planning of actions that lead to cooperation to achieve continuous, clear goals. Jedaman, P, Phoncharoen, C, Jongmuanwai, B, and Others (2020) Addressing Sustainable Education Management 4.0 in response to the changing global context of the

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21st century, along with the driving mechanisms leading to effective implementation. Wonganutarot, P. (2017) Developing a strong educational quality requires the knowledge, diligence, planning, and execution of all educational administrators who play a role in corporate leadership in the development of sustainable education. Seong, Law Song (2017) the challenges in management education. Thailand Development Research Institute (TDRI) (2018) Be able to lead their organizations to transformation leadership, such as management vision, future-building policies, systematic and continuous approaches, and the effectiveness of quality education management through participation and cooperation from all sectors involved in education to drive successful education management (Randall, Lindsey, 2015). Systematically manage the organizational structure of various departments, implement proactive plans and policies as a hierarchical strategy and master plan, clearly defining missions, duties, and responsibilities by employing personnel according to their specific expertise and setting organizational goals. To create strategies to guide the achievement of goals by using innovative technology for learning management (Salami, Reza and Soltanzadeh, Javad, 2012), distribution from strategy to action plan. (Donnelly H. Jame., James L. Gibson, John M. Ivancevich, 2012) Effectiveness that meets the knowledge society must support activities that contribute to the development of knowledge and desirable characteristics in building a learning organization capable of managing and managing quality learning and motivating employees to have Job morale. Leading an educational organization focused on people and learning, stakeholder focus, mobility, and future focus, innovation management, and corporate social responsibility management. and leadership, results-oriented and cost-effective, has a systematic management perspective and learner-centered approach to development and management, and most importantly, the effectiveness of the implementation of the established guidelines and the outcomes Educational management that achieves key goals has standards of excellence consistent with the objectives and cost-effective resource utilization of practical processes to drive successful educational management. Mungchu, A., Jedaman, P., Teemueangsa, S. (2021) Discussing the educational framework, the policy on teacher qualification, 6 aspects and 10 focus points of spatial and management support practice leading to concrete action, educational administration is concerned with improving the quality of education. It plans to lead to success such as creating educational innovations, enhancing students' learning skills based on 21st-century skills, and enhancing and transferring efficiency potentials that meet the learning society. The coed education management process is a value expected to achieve valuable outcomes for education administration and stakeholders, a joint analysis of vision, mission, and strategies toward common goals.

Conclusion

Model of institution administration by area base within participation integrate for enhancing effectiveness educational management at “Key” of principles/objectives of management in the policy, vision, goals, and direction of development, institution administration to participation integrate, planning goals that will lead to success, and enhancing effective education management, the input of management policy and strategic planning, management and development of personnel, administrator leadership, performance motivation, follow-up information system, and creating an atmosphere of learning, integrated management processes of brainstorming, co-planning, co-operation, co-monitoring and evaluation, and mutual benefit, the output of quality assurance, teachers’ learning management, achievements, characteristics, and impacts of satisfaction, management process, teachers, and education successful. Also, using the model on the quality assurance of the school include standards of students quality, standards of administrative process and management, and standards of instruction to important students of excellence. Teacher’s learning management competencies such as designing a learning management plan, problem-solving through classroom research processes, and teaching that emphasizes effectiveness at level of most levels. O-NET achievement of grade 12 students in the academic year 2021 have to increase test scores. And the satisfaction to model at the level of most levels including the management and promotion of learning innovations, management process, and promotion and support. Finally, enhancing effective education management including the appropriate education management according to the local context, promoting and supporting the organization of activities both inside and outside the classroom, moral and ethical development, curriculum improvement and

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curricular implementation to be effective, and learning management under curriculum according to student's needs, curriculum development and teaching and learning processes that respond to differences between individuals, develop teaching and learning process management to quality measurement and evaluation consistent with the goal to effectively achieve the goals.

Principles/objectives	Input	Integrated management processes	Output	Impacts.
<ul style="list-style-type: none"> 1.1 Management in the policy, vision, goals and direction of development. 1.2 Institution administration to participation integrate. 1.3 Planning goals that will lead to success. 1.4 Enhancing effective education management. 	<ul style="list-style-type: none"> 2.1 Management policy and strategic planning. 2.2 Management and development of personnel. 2.3 Administrator leadership. 2.4 Performance motivation. 2.5 Follow-up information system. 2.6 Creating an atmosphere of learning. 	<ul style="list-style-type: none"> 3.1 Brainstorming. 3.2 Co-planning. 3.3 Co-operation. 3.4 Co- monitoring and evaluation. 3.5 Mutual benefit. 	<ul style="list-style-type: none"> 4.1 Quality assurance. 4.2 Teachers' learning management 4.3 Achievements. 4.4 Characteristics. 	<ul style="list-style-type: none"> 5.1 Satisfaction 5.2 Management process. 5.3 Teachers. 5.4 Education successful.

Figure 3 Model of institution administration by area base within participation integrated for enhancing the effective educational management

Recommendation

Studies have shown that participation in management is a new management concept that aims to motivate colleagues to willingly participate in decision-making and share responsibility in the organization in which they operate. Co-operative management is management in which executives allow colleagues to solve problems and make decisions together. Participation in educational management, if considering the matter of participation, can depend on many aspects and methods. Although participatory management is acceptable and important to modern management practices and executives, many organizations want to create a working atmosphere like this, it is. It is not something that will happen easily since it depends mainly on the management and operating staff. Both must have a common desire on participation for such a participative nature to occur. Therefore, the related organization should operate under the following terms: (1) Policies must be clear and practicable, (2) Sufficient and efficient management resources must be provided, (3) Recruitment and appointment of personnel must be based on merit and fairness, (4) Compromisation should be considered assential, (5) Communication system must be clear, and (6) motions, beliefs, and opinions in the organization should follow the saying "speaking the same language."

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