

Model of School Innovation Administration toward Educational Quality Development under the Primary Education Service Area Office in Southern Border Provinces of Thailand

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ABSTRACT

This research is a study on the development of school management innovation in the sensitive border provinces of Thailand. We found that the operating conditions of innovative educational administration lead to the development of educational quality through processes that result in positive changes from the original. Our results also indicated that the model of innovative educational administration creates the following three principles: (a) Under the organizational context, there are six processes which consist of mission or legal duties, vision, values and culture, organizational structure, service recipients and stakeholders, and performance improvement system; (b) under the organizational leadership, there are eight processes which consist of intellectual stimulation, ideological influence, inspiration, individual consideration, vision for change, teamwork and participation, risk management, and creativity; (c) under the management system, there are six processes which comprise visionary leadership, strategic planning, expectations of service recipients and stakeholders, measurement, analysis and knowledge management, personnel management, and operations. The evaluation of usefulness and feasibility is the final finding in the results. The overall picture was the most useful ($M = 4.69$, $SD = 0.37$), and the most feasible ($M = 4.64$, $SD = 0.40$). In conclusion, this study can be used as a guideline for school services and development.

Key words: School Model, Innovation Administration, Educational Quality

INTRODUCTION

Currently, the world's changing situation in the 21st century has affected the development of learning, which is considered a force supporting the development of human potential. This potential consists of having high-quality skills, knowledge, and competence; having the ability to solve problems, be adaptable, be able to communicate, having the ability to work with others more effectively, and having a habit of continuously learning throughout life (Royal Gazette, 2023). The major problem in education reform arises from the Thai education system, which is highly complex due to the components of education management. These complexities include the obstacles of a low quality of education, and educational inequality or inequity. These obstacles can also create competitiveness, as well as providing educational opportunities to learners of all ages in promoting lifelong learning through channels such as using digital technology to help better manage education (National Economic and Social Development Council, 2019). Executives need to continuously develop their organization in terms of management processes. These processes must be adjusted and developed in line with the organization's situation in order to be stable and

survive, as well as achieve the objectives of developing the quality of education (Office of the Secretary of the Education Council, 2021). This is consistent with the 2021 Thaimedia and Situation Report, which found the results of past educational management being affected by six causes: the Ministry of Education policies after the Covid-19 outbreak, student learning, teachers' instructional management in the digital age, trends in self-learning using technology, teachers' pedagogical management using various media, and learning resources in teaching management.

Paophan (2017) summarized the causes of educational reform from research reports, finding that educational reform has not yet achieved its goals and quality, due to six factors as follows: 1) Centralized management structure, 2) Political changes affecting management, 3) An education system that does not support responsibility, 4) Cultural concepts that focus on testing, memorization, and a competitive educational culture that promotes competition, contests, and assessment; 5) Curriculum for learning management, media, and technology are not consistent with the development of learning skills in the 21st century, and 6) The development system for administrators, teachers, and educational personnel does not truly evaluate

professional competence. The Development of Basic Education Management of The Ministry of Education is a central government agency that decentralizes power to the Office of the Basic Education Commission to oversee education management. The school administrators are the ones who drive education management. They must have outstanding characteristics, be appropriate, have theoretical knowledge, skills, roles and responsibilities; have high morals, and have experience in modern education management to lead the school to success. They must be able to respond to competition, and be up-to-date and suitable for change (Yongyai, 2018). Educational institutions must have continuous management. Spraggon & Bodolica (2008) explained that institutional theory focuses on the role of social influence and pressure to create consensus among people in society to change organizational performance. The institutional context acts to adjust and provide social reinforcement to teachers' work behaviors towards finding new innovations.

Khemthongkhamdee (2020) researched innovative leadership of school administrators that affects the innovation organization of schools under the Office of the Secondary Education Service Area, Bangkok Area 2. The research results found that the relationship between the innovative leadership of school administrators and the innovation of the organization was at an overall high level. For this reason, the researcher is interested in studying the innovation operation model, and school administration leading to the development of educational quality. This quality development aims to apply knowledge, ideas, and innovative operational models that are appropriate within the area context, as well as improving the school to be efficient and effective. This can result in achieving the goals of educational management, affecting the overall development of education at the national level.

Objectives

1. To study the conditions of school innovation administration toward educational quality development under the Office of Primary Educational Area Service in the Southern Border Provinces.
2. To create a model of school innovation administration toward educational quality development under the Office of Primary Educational Area Service in the Southern Border Provinces.
3. To evaluate the usefulness and the feasibility of school innovation administration model toward educational quality development under the Office of Primary Educational Area Service in the Southern Border Provinces.

METHODOLOGY

The research was conducted using the Mixed Methodology Research method between qualitative and Exploratory Sequential Design. The researcher divided the research process into three stages as follows:

Phase 1

This phase is a study of the operating conditions of educational administration innovations leading to the development of educational quality. It is a study of select educational administrators whose work is clearly recognized and who have received awards at the national or regional level. The study is implemented by interviewing "Best Practice" educational administrators who have at least seven years of experience and are accepted by the community and society. Fifteen people were selected according to the Purposive Selection methodology.

Phase 2

This phase creates an operational model for innovative school administration leading to the development of educational quality. Data from Phase One, obtained from interviews with "Best Practices" administrators, was used to create an operational model for innovative school administration leading to the development of educational quality.

Phase 3

This phrase evaluates the usefulness and feasibility of the innovative school administration model, leading to the development of educational quality, using a sample of 256 people.

Phase 4

In this last phrase, the researchers synthesized and analyzed the data to present the research results and publish the research article.

RESEARCH RESULTS

The research results were summarized by the researcher according to the research objectives, and were divided into three stages. The research results found that:

Operating Conditions of Educational Administration Innovations

The results of the interviews with "Best Practice" school administrators were obtained by using issues from the synthesis of documents, theoretical concepts and related research, the organizational context principle structure, the organizational leadership principle structure, and the management system principle structure. This was the conceptual framework for the interviews with "Best Practice" school administrators regarding the implementation of educational administration innovations leading to the development of educational quality. This can be consolidated into three main principles: (1) organizational context (2) organizational leadership and (3) management system. Each principle structure has processes and indicators of success for each process is as follows:

The organizational context principle structure has six processes: (1) mission or legal duties; (2) vision, values and culture; (3) organizational structure, service recipients, and stakeholders; (4) competitive conditions; (5) strategic

context, strategic challenges and strategic advantages; and (6) performance improvement system.

The structure of the organizational leadership principles consists of eight processes: (1) Intellectual stimulation, (2) Ideological influence, (3) Inspiration, (4) Individual consideration, (5) Vision for change, (6) Teamwork and participation, (7) Risk management, and (8) Creativity. The next issue involves the interviews connected with the organizational leadership process. The number of processes is different from the synthesis of conceptual documents, theories and related research from the original 25 processes, leaving eight processes that are guidelines for developing educational administration innovation.

The main structure of the management system consists of six processes: (1) Visionary leadership; (2) Strategic planning; (3) Expectations of service recipients and stakeholders; (4) Measurement, analysis and knowledge management; (5) Personnel management; and (6) Operations. The results of the study of the operating conditions of educational administration innovations leading to the development of educational quality were obtained from interviews with “Best Practice” school administrators, as shown in the following diagram. From what has been said, it can be written as a conceptual framework as shown in Figure 1.

Evaluation of the Usefulness and Feasibility Of The Innovative School Administration Model

The evaluation of the usefulness and feasibility of the innovative school administration model is conducted in all three main structures: 1) Organizational context principle structure, 2) Organizational leadership principle structure, and 3) Management system principle structure. Overall, it is most useful ($M = 4.69$) ($SD = 0.37$), and most feasible ($M = 4.64$) ($SD = 0.40$). The details of each principle structure are as follows:

The results of the evaluation of the usefulness and feasibility of the main structure in terms of organizational context

found that the success indicators of the below processes had the highest average evaluation results in all indicators that were useful and feasible: (1) mission or legal duties; (2) vision, values, and culture processes; (3) organizational structure processes, service recipients and stakeholders; (4) competitive conditions processes; (5) strategic context, strategic challenges, and strategic advantages processes; and, (6) performance improvement system processes.

The results of the evaluation of the usefulness and feasibility of the organizational leadership structure found that the success indicators of the processes were in: (1) intellectual stimulation, (2) ideological influence, (3) inspiration, (4) individual consideration, (5) vision for change, (6) teamwork and participation, (7) risk management, and (8) creativity. All indicators were most useful and feasible.

The results of the evaluation of the usefulness and feasibility of the management system principles structure found that the success indicators of the process were in: (1) visionary leadership, (2) strategic planning, (3) expectations of service recipients or stakeholders, (4) knowledge analysis and management, (5) personnel management, and (6) operations. The average results of the evaluations in all indicators were of the highest level of usefulness and feasibility.

DISCUSSION

Research on the operational model of innovative school administration leading to the development of educational quality has the following issues to be discussed:

Operational Conditions of Innovative School Administration Developing Educational Quality

The results of the study on the operational conditions of educational institution administration innovation leading to the development of educational quality consisted of three main structures: the organizational context principle structure, the organizational leadership principle structure, and the

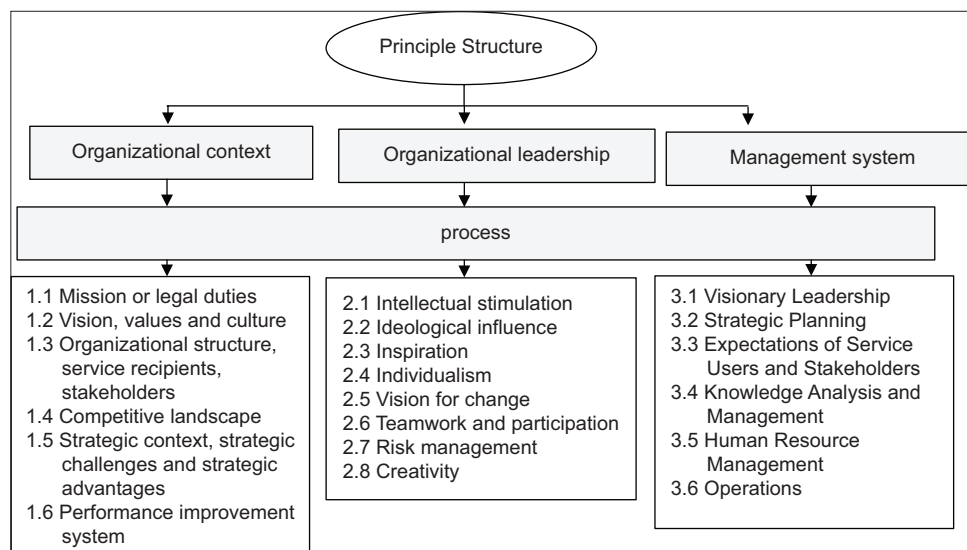


Figure 1. The process summary has led to a new knowledge process core structure that can be used as a guideline for operations

management system principle structure. When considering each principle structure, the following findings emerged.

The organizational context principle structure consists of six processes: (1) Mission and legal duty process; (2) Vision, values, and culture process, (3) Organizational structure process, service recipients, and stakeholders; (4) Competitive environment process; (5) Strategic context process, strategic challenges, and strategic advantages; and (6) Performance improvement system processes. The above processes are important processes that influence the methods of operation and the challenges that educational administrators face. They are factors or environments that arise from both inside and outside the organization and affect the organization's capabilities. If the organization analyzes the needs that are appropriate for that context, and uses them as information for decision-making for the organization's operations, it will help educational administrators determine the direction and guidelines for developing educational management to meet the goals, help personnel in the organization adjust and operate according to the context of the area. Comparing performance results, and giving importance to the performance improvement system, are all factors or processes that help drive the development of educational quality and improve the education system to be more efficient. This is consistent with the research of Chuenchonokphibun and Kunarak (2014). The research results found that contextual management, which has management processes consisting of analysis of laws related to education, analysis of communities, society, culture in the area of responsibility, administration and creation of networks in education management, and integration of system administration, is an important element in the innovation model of management for work development and is also consistent with the research of Poolthap (2020). The study of the components of school administration in the educational innovation area under the framework of the concept of educational administration innovation found that the most important innovation base component is the study of data and context to create cooperation to truly meet the needs of students, parents and communities. It is also consistent with the research of Saengtanang (2020) who found that the implementation of educational administration innovation in the context of the organization is a process that requires the operation to achieve the goals set by the organization according to the context and environment of the organization. It is a proposal for guidelines and models for developing educational institutions into innovative organizations.

The structure of the organizational leadership principles consists of the following processes: (1) Intellectual stimulation, (2) Ideological influence, (3) Inspirational motivation, (4) Individual consideration, (5) Vision for change, (6) Teamwork and participation, (7) Risk management, and (8) Creativity. The above processes are important in relation to the characteristics of the leader in using the relationship process and in using the leader's influence on co-workers to stimulate, guide, and push them to be willing and enthusiastic in working until they achieve the set goals. Therefore, it is an administrative element that drives the implementation of educational institution administration innovation to be

successful. Educational institution administrators, as leaders of the organization, must develop themselves to have both physical characteristics, intellect, emotions, and feelings in order to be able to demonstrate leadership effectively. These characteristics will bring the greatest benefit to the development of educational institution quality, which consistent with the concepts of Chumwaengwapi (2017). He said that: (1) Leadership is important to attract the knowledge and skills of educational administrators to be used for benefit and to achieve the set goals. (2) Leaders help to coordinate various conflicts within the organization. (3) Leaders help to persuade and motivate personnel to devote their knowledge and skills to the organization. (4) Leaders are the mainstay for personnel when the organization is facing a crisis. In line with the concepts of Thanit (2017), leadership is important for the management of every organization because individuals must use appropriate leadership to persuade and motivate others to work together towards the same goal until they achieve the organization's objectives. It is also consistent with the concept of Phetsombat, (2017), who mentioned the interaction between individuals, whereas the leader is the one who provides information that can generate cooperation from members, working together to achieve the desired results. It is also consistent with the concept of Koontz and Weihrich (1988, p. 437), who stated that leadership is the art of using influence or the process of influencing others to make them willing and enthusiastic to work until they achieve the group's goals.

The main structure of the management system consists of six processes: (1) Visionary leadership; (2) Strategic planning; (3) Service recipient and stakeholder expectations; (4) Knowledge measurement, analysis and management; (5) Personnel management; and (6) Operations. Learners should have learning skills and skills necessary for the 21st century, which include the ability to solve problems, be able to adapt, be able to work with others effectively, have communication and technology skills, know their rights and duties, and take responsibility. All these lead to having a career, having a job, being a good citizen, and having public consciousness. School administrators should have good management and administration processes by using the processes of: (1) leading the organization with vision; (2) strategic planning; (3) having expectations for service recipients and stakeholders; (4) measurement, analysis and knowledge management; (5) personnel management; and (6) operational. The last process, operational, is a mechanism to drive school administration, which will certainly affect the quality of education standards, and is consistent with the research results of S. Piwasilpsak (2019). The research results found that the conditions and approaches to educational administration towards excellence using the knowledge management process consisted of seven main components as follows: (1) organizational leadership; (2) strategic planning; (3) focus on learners and stakeholders; (4) measurement, analysis and knowledge management; (5) focus on people; (6) focus on practice; and (7) learner outcomes. It is also consistent with the concept of H. Kerzner (2015) who defined it in the innovation management service

industry, emphasizing the use of systems and processes to plan, schedule and control projects effectively. He also uses the principles of: (1) analysis and knowledge management principles to describe a systematic approach to project management from initiation to project closure; (2) operational principles that are guidelines for working, monitoring and improving projects to be in line with the specified plan; and (3) human resource management principles that emphasize the importance of effective human resources in the organization and its stakeholders.

Development of Innovative Educational Administration Operating Models Leading to the Development of Educational Quality

The Office of the Primary Educational Service Area in the Southern Border Provinces operates to develop innovations in school administration to be efficient and effective, achieve educational management goals, and apply them to policy-making and implementation. Each principle structure has processes and success indicators that are consistent with the context of the area, consisting of: (1) The principle structure of the organizational context has processes that are consistent with the ideas and research of Mathaphan (2020) who mentioned that the scope of the organizational context consisted of missions or duties under the law, vision, values, and culture; organizational structure; service recipients and stakeholders; competitive conditions; strategic context; strategic challenges and strategic advantages; and performance improvement systems. (2) The principle structure of organizational leadership includes processes that help school administrators use it to solve problems and obstacles, as well as help develop and improve the quality of education to meet educational standards. This is consistent with the research results of Phongphachan (2018) who presented guidelines for developing the quality of education related to innovation in school management in order to be in line with the progress of the education sector. This is because, currently, academic administration, budget management, personnel administration, and general administration all rely on innovation as a driver. Niyamapha's (2021) research results found that a new way of viewing school administration consists of proactive policies, flexible organizational structures, new operating systems, developing a disruptive curriculum, organizing contextual learning, and multidisciplinary evaluation.

Evaluation of the Usefulness and Feasibility of The Innovative Educational Administration Model Leading to the Development Of Educational Quality

This can be classified into an overall picture and a main structure as follows. The evaluation results of the usefulness and feasibility of the innovative school administration model, leading to the development of educational quality under the Office of the Southern Border Primary Educational Service Area, consisting of the organizational context structure, organizational leadership, and management system; were overall most useful and feasible. This was because the innovative school administration model, by having educational

administration experts and educational administration experience in the area, examined the content validity of the innovative school administration model leading to the development of educational quality. This was consistent with the research of Chansrithong (2016). Their study results found that the educational institution management process is a management that organizes activities systematically according to the work process in order to develop the educational institution in terms of personnel and students to achieve the objectives efficiently. This is also in line with the research of Panthuwat (2017) whose study results found that the current educational institution management has various management formats according to the context of different educational institutions in order for the educational institution to be a sustainable quality organization. This is accomplished by operating systematically according to the management principles, and are in line with the research of Krungchalee (2018). He concluded that the results of school administration are a process of a group of people, with school administrators as supervisors of the operations, who systematically applied their own knowledge and skills to school administration. The most useful and feasible form of this model is consistent with the research of Khemthongkhamdee (2020) whose study results found that the aspect of creating participation constitutes the highest relationship. This is because creating cooperation is an important foundation for being an innovative organization in all aspects, whether it is the aspect of having a shared vision of innovation of the school that allows teachers to participate in setting the vision to promote innovation. This includes many aspects as follows: having an innovative organizational structure, having an atmosphere conducive to innovation creation, having people ready to create innovation, having an innovative work team, management and development of innovative personnel, and engaging in innovative communication. In every aspect, it requires the cooperation of teachers and educational personnel to drive the school to become an innovative organization. Innovative leadership of school administrators, and information technology systems for communication are conducive to innovation creation, and contribute to a variety of cooperation networks. The process aspect is divided into two sub-aspects: creating innovative strategies, and creating ad hoc teams that are conducive to innovation creation and the school environment.

The results of the evaluation of the usefulness and feasibility of the organizational context principles structure process, which are of the highest level of usefulness and feasibility, consist of the following processes: (1) mission or legal duties; (2) vision, values, and culture; (3) organizational structure, service recipients and stakeholders; (4) competitive conditions; (5) strategic context; strategic challenges and strategic advantages; and (6) performance improvement system. The organizational context principle structure is essential and important for the operation of educational institutions. It is also essential and important for the operation of educational institution management innovations that lead to the development of educational quality. It is the role and duty of administrators to operate

in accordance with the characteristics of the organization, whether it is the environment and relationships of the organization, or the situation that must be operated for the improvement of competition or development. It is consistent with the research of Wansri (2020) who surveyed the approach to presenting innovations to develop the quality of educational institutions by focusing on creating a learning environment that promotes creativity, using technology in education, and developing the skills needed for students in the era of strategic advantages and improvement systems. It is consistent with the concept of Wutthirong (2020), who said that innovation management in organizations emphasizes the importance of resources and learning in the organization to create innovation. The approaches and strategies that help organizations create a learning culture that promotes creativity have a vision, values, culture, organizational structure, service recipients, stakeholders, competitive conditions, a strategic context, strategic challenges, and strategic advantages.

The results of the evaluation of the usefulness and feasibility of the leadership structure processes consisted of: (1) Intellectual stimulation, (2) Ideological influence, (3) Motivation, (4) Individual consideration, (5) Vision for change, (6) Teamwork and participation, (7) Risk management, and (8) Creativity. All were found to be of the highest overall usefulness and feasibility. The organizational leadership principle structure is related to the characteristics of educational administrators who have behaviors, abilities or influence in changing colleagues to have the following qualities: beliefs, attitudes, and initiatives in order for them to perform their duties in the desired direction, and increase the organization's efficiency under higher quality changes. This is consistent with the research of Thamtun (2014), who found that innovative leadership in terms of having a vision for change, creativity, teamwork and participation, ethics and accountability, risk management, and innovative organizational climate were overall at a high level. In addition, the innovative leadership of educational administrators affected high-performance organizations in four aspects: innovative organizational climate, risk management, ethics and accountability, and a vision for change. These findings are consistent with the research results of Wattana (2018) who found that the results of the evaluation of the educational administration model towards excellence in terms of usefulness and feasibility were at the highest level.

The results of the evaluation of the highest levels of usefulness and feasibility of the main structure process of the management system consist of the following processes: (1) leading the organization with vision; (2) strategic planning; (3) expectations of service recipients and stakeholders; (4) measuring, analyzing and managing knowledge; (5) personnel management; and (6) operations. The structure of the innovation management system is a management process of educational administrators to be operating in accordance with their duties and missions in order to develop the internal management and administration system to be systematic, and systematically achieve the goals of education management.

It is a process used as a framework for everyone to work together to develop potential and promote and support various resources in the organization to create competitive advantages and increase the efficiency of the organization's operations. This is in line with the research of Chaichumchuen (2018) whose results found that there are seven components for innovation management that work towards excellence in private schools: (1) Learner development focusing on results, (2) Development of leadership and governance of administrators, (3) Development of teacher and personnel quality, (4) Curriculum development and learning activity organization, (5) Development of school management system, (6) Development of an environment conducive to learning and innovation, and (7) Development of cooperation with networks in education management. Each aspect has a management process according to the four-step quality cycle principle: (1) Planning, (2) Implementation of strategies, (3) Inspection of performance results, and (4) System improvement and development. These criteria are used to inspect the innovation management model that tends towards excellence.

School administrators are very important in developing the quality of education. Therefore, in the management of schools in the modern world, administrators should always bring in the concept and theory of school administration. The skills of leaders in the new era of borderless communication are integrated with the management of schools in the new era. The leadership of school administrators is one of the important factors that affect the assessment of the quality of education that achieves the set goals. The administrators have transformational leadership, good characteristics to reduce negative beliefs in management, can create human resource policies in the management department. These include teaching and learning management in line with the results of the study of Dogan and Yildiz (2023). Their findings, also demonstrated in this study, revealed that there was a moderate negative correlation between transformational leadership and organizational cynicism; and a moderate positive correlation between laissez-faire leadership and organizational cynicism. To prevent or reduce the negative beliefs and effects of school administrators on the educational organization, it can be ensured that the transformational leadership style is understood with both conceptual and exemplary behavior models and human resources policies can be produced in the administration. Instead of persisting in traditional school administrator practices, a transformational leadership style should be embraced in the schools.

CONCLUSION

A summary of an administration that develops educational innovations should be carried out as follows: a centralized administration structure, a change in administration, an educational system that supports responsibility, and a focus on testing and evaluation for success. This is in contrast with an educational culture that only promotes competition, competition assessment, curriculum, learning management, media and technology that are not consistent with the development

of learning skills in the 21st century. This also applies to a development system for administrators, teachers and educational personnel that does not have a true assessment of professional competence. It must promote development of basic education management within the Ministry of Education, as a central government agency that decentralizes power to the Office of the Basic Education Commission to oversee education management. This includes educational administrators as the drivers of education management who must have outstanding characteristics that are appropriate; have theoretical knowledge of skills, roles and responsibilities; have high morals and experience in modern educational administration to lead educational institutions to success; be able to respond to competition; and be up-to-date and suitable for change.

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