

The Management Model for Effectiveness of Primary Schools Administrators

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Abstract

The present research aimed to investigate current and desirable states of the effective management of primary schools and to develop the model of effective management of primary schools. The present research consisted of 6 phases. In Phase 1, rationale, and related theories and a review of literature were studied to formulate the conceptual framework and knowledge of elements of effective management of primary schools; in Phase 2, the pilot study on those components was conducted, and the concept on the predetermined components was revised. In Phase 3, a focus group discussion on the components of effective management was held, and the concept was further developed. Phase 4 involved investigating the current and the desirable states as well as the needs for effective management of primary schools; simultaneously, statistical results were taken into account to improve management. In Phase 5, the model of effective management was created. The final phase involved public hearing for evaluation, confirmation, and approval of the model. The samples of this study were 370 of school administrators and teachers. The target group for the pilot study was primary school administrators from three schools awarded with the Best Practice, while that for a focus group discussion included 10 qualified experts. In addition, the target group for public hearing was 39 stakeholders, namely 1 administrator and 10 teachers from each school. The research instruments were a content validity evaluation form, a questionnaire and an evaluation, confirmation and approval form. Assessment of content validity showed that the reliability coefficient of the questionnaire was 0.98 with the 0.60 – 1.00 IOC range. Statistics used for data analysis included frequency, percentage, means, standard deviation and priority needs index using PNI_{modified}.

The research Results were as follows:

Overall, the current state of management of primary schools was at a moderate level. When each element was considered individually, it was found that organizational cultures and strategic management had the highest level of opinions, whereas information technology had the lowest level. As regards the desirable state, effective management of primary schools was overall at the highest level. In this aspect, leadership had the highest level of opinions, while strategic management came second; school effectiveness had the lowest level. What's more, sorted by priority levels, the aspect with the highest priority was information technology, followed by a learning organization, leadership, strategic management, effectiveness of schools and organizational cultures.

In relation to appropriateness of the model of effective management of primary schools, the results indicated that the elements had overall 96.07 percent approval and 3.93 percent disapproval. Among all elements, leadership had the highest percentage points, followed by organizational cultures, and a learning organization had the lowest percentage points. Moreover, all elements in this aspect had more than 87.20 percent. As regards utility, the elements had overall 96.87 percent approval with 3.13 percent disapproval; strategic management had the highest percentage points, followed by school effectiveness, and information technology with the lowest percentage points. All elements in this aspect had above 87.20 percent. As for feasibility, the results showed that the elements had overall 97.33 percent approval and 2.67 percent disapproval. Of all elements, strategic management had the highest percentage points, followed by organizational cultures, whereas information technology had the lowest percentage points. All items in this aspect had above 87.20 percent.

Keywords: the management model, primary schools, for effectiveness

1. Introduction

As stipulated in Section 6 of National Education Act B.E. 2542, Amendments (2nd edition) B.E. 2545, "Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people". To enable the quality and effective management and educational provision for the full development of Thai people in all aspects in accordance with the nation's aim and international standards, administrative goals are set forth in Section 8 including: 1) lifelong education; 2) the social engagement in educational provision; and 3) continuous development of knowledge and learning processes. In essence, enabling all segments of the society's participation in provision of education means that not only does the government provide education, but also other sectors, individuals, families, private organizations, communities, community organizations, local administrative organizations, professional institutions, religious institutions, establishments and other organizations are allowed to contribute to that (Ministry of Education, 2013). In addition, subject to Section 49 of Constitution of the Kingdom of Thailand, the government should provide them with funding to promote the social engagement in educational provision; such engagement would help ease the government's burden and offer an alternative to citizens. A fine primary school favored among the citizens ought to have management approaches in place which could yield quality and sustainable outcomes effectively. Pursuant to Section 29, it is stipulated that schools in collaboration with individuals, families, communities, community organizations, local administrative organizations, private organizations, professional institutions, religious institutions, establishments and any other institutions shall promote communities' capacity to choose wisdom and technologies to develop the communities according to states, problems and needs as well as seek to encourage the sharing of development experiences among communities; thus, schools contribute significantly to the development of people, which will strengthen the society and the country. Apart from that, given that the state of society has changed rapidly in many aspects over time which directly affects provision of education, schools are obliged to overcome different complicated obstacles to achieve the goals using administrators' knowledge, virtues and good governance. What's more, both school administrative strategies and professional administrators with leadership, visions, administrative skills, morality and ethics play a contributory role. To successfully administer schools, principals ought to apply strategies for effective school management based on school contexts (Office of the Basic Education Commission, 2006).

The responsibility for development of national prosperity falls upon the government. The primary factor in sustainable prosperity inevitably lies in the quality of people in the society, and the main and most fruitful approach to enhancement of human resources is educational provision. Educational institutions, whether private or public ones, ought to promote organizational sustainability; that creates a culture of mutual success sustainably as well as generates long-lasting success without solely depending on one leader. The creation of a team of leaders requires transformational leadership or sustainability leaders who are fully equipped with grand visions and are adaptable to states. The major dimensions of sustainability include spirit, conscience, morals, ethics, adherence to righteousness and clear standpoints recognized among all parties; the mutual final goal is benefits for students and their success (Ministry of Education, 2012).

Primary schools are an educational organization under Office of the Basic Education Commission, which is administered subject to National Education Act B.E. 2542, Amendments (2nd edition) B.E. 2545. They have always been part of Thailand's education system, involved in the country's educational management and played a crucial role in easing the public sector's burden. Particularly, in an era of educational reform, the educational management of primary schools is vital to student-centered education. Consequently, because of their important roles in the country's education, primary schools cannot overlook the trend of education changes but must realize that changes are of great importance for the schools. In addition, with the growing competition between private and public schools, a model of effective management of primary schools is necessary. Therefore, primary schools need to carry out education reform and to have a management model for improvement of schools and educational quality standards and student quality development.

A model of school management is one of the administrators' important responsibilities, for schools as a social institution play a crucial role in student development. In fact, they serve to pass on knowledge and culture, to promote professional skills and to cultivate desirable morals to become a good member of society and important life skills; they also instill social personalities into students so that they can interact with other people and make a contribution to the society in response to the social needs. In schools, administrators are in charge of monitoring and supervising all operations of schools as well as seeking all approaches to produce fine-quality students and to enable them to live a sustainable and quality life. Thus, it can be stated that administrators play the most prominent role in school management because effective school management, successful operations and all school achievements are

dependent on their enthusiasm, strategies, experiences, thoughts, academic achievement, dedication and capacity – simply speaking administrators should be able to motivate teachers to implement educational policies to accomplish the desirable goals.

KhonKaen Primary Educational Service Area Office is an educational organization in charge of educational management under Office of the Basic Education Commission. It has established many missions, such as to promote and to develop management of accessible and equitable compulsory education and to develop education management to produce quality students in accordance with educational standards and to cultivate Thainess and a sufficient lifestyle. Among many goals relative to primary school administrators, one specifies that administrators, teachers and educational staff shall develop instructional systems and perform their duties effectively. In order to perform their duties effectively as specified by KhonKaen Primary Educational Service Area Office and work adeptly in constantly changing states, administrators should be equipped with characteristics consistent with the states as such. Hence, it is deemed necessary to investigate a model of effective management of primary schools under KhonKaen Primary Educational Service Area Office (KhonKaen Provincial Education Office, 2017)

As discussed above, the present study was intended to examine the model of effective management of primary schools under KhonKaen Primary Educational Service Area Office. It was conducted in the hope of providing insightful findings applicable to developing effective management of primary schools among administrators, teachers, the Basic Education Commission and any individuals involved in the administration and education management of KhonKaen Primary Educational Service Area Office in response to the changing global intention (Office of the Education Council, 2013).

2. Objectives of the Study

1. To investigate current and desirable states of effective management of primary schools
2. To develop a model of effective management of primary schools

3. Research Methodology

The present study adopted a mixed-method approach, combining qualitative and quantitative research. It also employed an exploratory sequential design, which was initiated with a qualitative phase and followed by a quantitative phase (Creswell, 2015 cited in Kangpheng & Kunlong, 2017). Specifically, there were 6 phases of research.

Phase 1 involved studying concepts, theories and related research through the following steps: 1) reviewing concepts, theories and related studies on a model of effective management of primary schools; 2) conducting a synthesis based on compiled data and establishing a conceptual framework; and 3) forming elements of effective management of primary schools.

In Phase 2, a pilot study on elements of effective management of primary schools was conducted. It drew on the concept of both main and sub-elements of the effective management developed in the early phase. Administrators from three schools with best practices participated in this pilot study; in respect of school requirements, schools must be founded for no less than 10 years, has at least 500 students and offer primary and secondary education while administrators must occupy the position for a minimum of 10 years. The pilot study was intended to draw on suggestions to revise the concept of elements of effective management of primary schools, which was later discussed in the next phase.

Phase 3 was a focus group discussion on the concept of elements of effective management of primary schools. It was to seek suggestions from administrators and 10 experts selected through a purposive sampling method. They obtained a master's and a doctoral degree in Educational Administration and occupied a high-level educational position in each institution. Their suggestions would be drawn to synthesize and revise a set of the elements.

Phase 4 involved investigating current and desirable states and needs for effective management of primary schools using survey research. The samples consisted of 370 participants, namely administrators and teachers, selected through the stratified random sampling method. The research tools included a content validity evaluation form, a questionnaire and a form of evaluation, confirmation and approval of a model for primary school administration. In terms of data collection, a letter of assistance was requested from each affiliated institution to seek assistance through 5 service area offices of KhonKaen Primary Educational Service Area Office. The data were analyzed using frequency, percentage, means, standard deviation and priority needs index through $PNI_{Modified}$.

In phase 5, the model of effective management of primary schools was developed. The results of $PNI_{Modified}$ used for needs identification were taken into account. This involved selecting the higher $PNI_{Modified}$ score than the average $PNI_{Modified}$ score of each need, which indicates the level of needs for development in order. To clarify, the $PNI_{Modified}$ scores would be compared ranging from the highest to the lowest. Subsequently, they would be presented in a specific model.

Phase 6 was concerned with public hearing on the model of effective management of primary schools. It was intended to enable stakeholders to evaluate, confirm and approve of the model. In particular, a form of evaluation, confirmation and approval was issued. A letter of assistance was requested from each institution in KhonKaen Primary Educational Service Area Office to seek assistance from their experts, administrators and teachers as stakeholders. There were 39 stakeholders, namely 6 experts purposefully chosen, 1 administrator and 10 teachers from each school.

4. Results

The results demonstrated that the overall current state of effective management of primary schools was at a moderate level. Among all elements, organizational cultures and strategic administration had the highest level of opinions, whereas information technology had the lowest level. In respect of the desirable state, effective management of primary schools was overall at the highest level; in this aspect, leadership had the highest level of opinions, followed by strategic administration; effectiveness of schools had the lowest level. What's more, ranked by priority levels, the aspect with the highest priority was information technology, followed by a learning organization, leadership, strategic administration, school effectiveness and organizational cultures.

In relation to opinions on appropriateness of the model of effective management of primary schools, the results indicated that the elements had overall 96.07 percent approval and 3.93 percent disapproval. In looking at each item separately, leadership had the highest percentage points as in 98.75 percent approval and 1.25 percent disapproval, followed by organizational cultures with 96.75 percent approval and 3.25 percent disapproval; a learning organization had the lowest percentage points –94.49 percent approval and 5.51 percent disapproval. Moreover, all elements in this aspect had above 87.20 percent. In terms of utility, the elements had overall 96.87 percent approval with 3.13 percent disapproval. In considering them individually, strategic administration had the highest percentage points as in 98.80 percent approval and 1.2 percent disapproval, followed by school effectiveness with 97.18 percent approval and 2.82 percent disapproval, and information technology with the lowest percentage as in 95.52 percent approval and 4.48 percent disapproval. All elements in this had above 87.20 percent. As for feasibility, the results showed that the elements had overall 97.33 percent approval and 2.67 percent disapproval; of all elements, strategic administration achieved the highest percentage points which were 99.32 percent approval and 0.68 percent disapproval, followed by organizational cultures with 98.12 percent approval and 1.88 percent disapproval, whereas information technology had the lowest percentage points as in 94.34 percent approval and 5.66 percent disapproval. All elements in this aspect had more than 87.20 percent.

5. Discussion

According to the results presented in the previous section, the elements of effective management were sorted by priority levels to formulate the model as follows: information technology, a learning organization, leadership, strategic administration, school effectiveness and organizational cultures. In fact, as information technology serves as an indispensable factor, schools ought to make use of it to enhance the effectiveness in school operations; simultaneously, administrators should be equipped with knowledge of using information technology for various tasks, such as general affairs, finance and accounting, creation of knowledge, database management, communication and teaching (Sammons & Peter, 1999). Schools which in fact acts as a learning organization and promotes involved staff's self-improvement are likely to develop rapidly, moving forward towards excellence (Garvin, 2001). Additionally, the model of effective management of primary schools is dependent on strategic administration, and administrators must possess transformational leadership together with corporate culture (Mungkasem, 2001). The model of effective management of primary schools can be used as a guideline on the development of schools at all levels, e.g. a main element level, a sub-element level and an indicator level, since the developed model corresponds to the empirical data. The discussion of each element is provided below.

5.1 Information Technology

Information technology incorporates office equipment, communication devices and software enhancing effectiveness in operations. The results showed that information technology consists of sub-elements, namely information

technology for database management, information technology for communication, information technology for management and information technology for knowledge creation. Corresponding to Tadeang's study (2002), information technology for database management must be equipped with a maintenance system, a storage system and a fast search engine. Schools ought to build a systematic database of students, staff, finance and accounting. In addition, internal and external databases should be used to perform computation and produce a report in various formats. Consistent with Promsri's study (2008), information technology for communication should be used to publicize activities or schedules or school news for students, parents, communities or the society. They should also have a 2-way communication system as in a Line group chat, Facebook and a forum to solicit feedback and suggestions from students and parents and in turn formulate a plan to encourage students to submit assignments through Line, Facebook and emails. Apart from that, a surveillance camera sending videos via Line should be installed in all areas to allow parents to observe activities of schools and students. Consistent with Chaleysub's study (2009), as for information technology for management, schools ought to use computers and peripherals to increase effectiveness in management, e.g. creation of general affairs, financial and accounting documents and administrative information management using ICT. In line with Malaivongs's study (2003), in relation to information technology for knowledge creation, schools should have an information management system to serve staff and students; simply speaking, computers and internet access should be available. In summary, administrators should pay attention to the development of information technology to improve effectiveness in operations, e.g. database management, data storage, a search engine for data of students, staff, finance and accounting. In addition, internal and external databases should be analyzed to formulate a plan of information technology use for 2-way communication, public relations and feedback, which would be beneficial for schools, parents and students themselves. In the meantime, information technology for management can be used to manage general affairs, finance, budgeting, to serve staff, students and other parties as well as to share data with the affiliated institutions. Finally, information technology for knowledge creation will promote staff and students' accessibility to computers and the Internet.

5.2 Learning Organization

A learning organization serves to promote self-improvement among involved individuals. The results showed that a learning organization is composed of sub-elements, namely team learning, systematic thinking, creativity, learning dynamic and excellence. To clarify, in line with Senge's study (1990), in respect of team learning, staff ought to learn together, share experiences, follow a resolution, and comply with the chief's instruction. In compliance with Ampan's study (1997), relative to systematic thinking, schools should construct a student-centered systematic conceptual framework which primarily takes into account students' quality; staff should be equipped with logical thinking, adapt their thinking to circumstances and be capable of analyzing complex tasks systematically. For creativity, administrators should have divergent thinking, be open to experience, create a creative custom and belief and always have innovative ideas to improve the institutions and have advantages over competitors, and they should always have unorthodox approaches or strategies for any tasks; this is in accordance with Gephert's study (1998). Aside from that, in conformity with Lussier's study (2001), on account of learning dynamic, it is deemed necessary to emphasize life-long learning, encourage staff's further studies and study trips. Similar to Sanrattana's concept (2002), as for excellence, schools ought to have increasing statistics of admissions to higher education every year, while staff should be constantly eager to learn to create or develop new works. Administrators should also serve as a problem solver and a developer to drive schools towards excellence, and students ought to possess knowledge, experiences and excellent academic achievements. As has been discussed, it can be concluded that primary school administrators should transform a school into a learning organization to promote spirituality, team learning, experience sharing, systematic thinking, formulation of conceptual frameworks, logical thinking, analytical abilities and creativity. They should also have novel ideas, cultivate a sense of life-long learning, promote further studies and study trips, drive towards excellence and have high statistics of student admissions. In addition, staff should be eager to learn while administrators serve as a developer and a problem solver, and students are equipped with knowledge, experiences and high academic achievements.

5.3 Leadership

Leadership is characterized as a behavioral trait of a leader. The results suggest that sustainable leadership is made of certain sub-elements, e.g. immunity, outcome orientation, morals, economy, reasonableness and knowledge. Specifically speaking, in similarity with Isarangkun Na Ayuthaya's study (2005), immunity can be described in a sense that administrators are prepared to face any changes, so they ought to have a system in place to deal with all circumstances. In line with Davies (2007), outcome orientation, meanwhile, means that it is important to be economically and spiritually oriented to outcomes as well as to be an academic leader; parents and students' faith must be strengthened, and any operation should take into consideration sustainability. In terms of morals,

administrators should have awareness, hold a practice of self-control, man-administration and work management, possess good governance and use intellect to live a life, which complies with PhraBrahmaguanbhorn's concept (P.A. Payutto) 2005). Similar to Watanachai's study (2007), regarding economy, administrators should be economical, perform management in accordance with needs and necessities of schools and manage resources properly. Apart from that, concerning reasonableness, they ought to give reasonable instructions and have discretion in compliance with Tantivejkul's study (2007). In relation to knowledge, they should be visionary, create a balance in social, economic, environmental and cultural aspects, have the ability to make a prediction, always improve themselves, be eager to learn and acquire new skills and promote their capacity as well as students and schools' potential; this is consistent with Watanachai's study (2007). In conclusion, primary school administrators should be armed with sustainable leadership, be prepared for any changes, promote organizational immunity, be outcome-oriented and be an academic leader. In addition, they should be able to instill faith into parents and students, be oriented to sustainability, have morals and practice self-control, man-administration, work management and good governance. They should also be economical, be able to manage resources wisely, give reasonable instructions and have discretion, knowledge and visions as well as always improve their capabilities.

5.4 Strategic Management

Strategic management serves as a process or approach to manage educational provision to achieve the goals. In fact, it is featured by sub-elements, including strategy implementation, strategy control and evaluation, strategy formulation, environmental analysis and establishment of organizational directions. For strategy implementation, consistent with Sanrattana's study (2010), budgets should be properly spent, and outcomes of operations should be considered to formulate a plan and improve the operation; a staff meeting should be held, and a mission should be set while duties should be assigned according to staff's abilities. In respect of strategy control and evaluation, staff's performance should be supervised and monitored rather than controlled, and performances should be compared with criteria to determine the success in line with Sanrattana's concept (2010). Apart from that, regarding strategy formulation, it is necessary to formulate an annual action plan consistent with schools' development plan as well as to perform SWOT analysis to determine suitable strategies for school improvement; this is in compliance with Pongsriwat's study (2007). In relation to environmental analysis, it is important to build a reputation, to cultivate a sense of volunteering, to create a prominent feature for social acceptance, to analyze strengths and weaknesses of schools and to analyze competitors in order to formulate a plan and rethink strategies, which corresponds to Yawiraj's study (2007). Additionally, with regards to establishing organizational directions, it is vital to operate according to the affiliated institutions' policies, to achieve educational standards, to fulfill students and parents' needs, to perform proactive administration and to move forward towards success and excellence; it is also necessary to set a clear vision, a mission, a goal, a plan and project in schools' development plan, which is in line with Dessler's study (1998). As has been mentioned previously, primary school administrators should perform strategic administration, use strategies in practice, encourage the proper use of budgets, make an improvement plan based on the outcomes, assign duties based on abilities, control and evaluate strategies, supervise and monitor staff's performance and compare performance with criteria to evaluate success. What's more, they should formulate strategies and an annual action plan according to schools' development plan, perform SWOT analysis and environmental analysis, build a reputation and socially accepted strong points, analyze strengths and weaknesses of schools and analyze competitors to rethink strategies. Finally, they ought to establish organizational goals, to comply with the affiliated institutions' policies, to meet educational standards, to satisfy students and parents' needs, to carry out proactive administration, to drive towards success and to set a clear vision and mission.

5.5 School Effectiveness

Effectiveness of primary schools involves operating educational management of primary schools to achieve the determined goals. The results showed that sustainable effectiveness of primary schools is composed of the following sub-elements, e.g. student characteristics, school improvement, learning achievement, staff satisfaction and ambiances and environment. Regarding student characteristics, in correspondence with Noomtuam's study (2003), students must be eager to learn and to improve knowledge, expertise and experiences, and they must have positive attitudes towards studies in schools and must be disciplined in compliance with regulations and rules. Compliant with Bennet's study (1998), on school improvement, schools should conduct an analysis of current states to improve themselves, while teachers should be willing to change their teaching practices and revise lesson plans to enhance learning achievement. As regards learning achievement, students should be able to live in the society and to solve problems, be aware of social changes and complete their education within a specified period, which conforms to Taweerat's study (2000). In the matter of staff satisfaction, staff should find their work enjoyable, be part of a team and feel satisfied with remuneration, welfare benefits and prizes; this is in conformity with Manirapong's study

(2004). In case of ambiances and environment in correspondence with Chansathit's study (2001), schools should improve and organize areas around fences outside the schools and constantly change the landscape of the schools. In conclusion, primary school administrators should be oriented towards sustainable outcomes and their effectiveness by improving student characteristics to enable their eagerness to improve their own knowledge and skills and promoting positive attitudes towards schools. What's more, administrators should analyze current situations to improve the schools, while teachers should be eager to change their pedagogical methods to improve learning achievement. Meanwhile, students should be able to live in the society, solve problems at hand and complete their education as specified while staff should be content with their work, remuneration, welfare benefits and prizes. Finally, the ambiances, environment and landscapes of schools should always be improved.

5.6 Organizational Culture

Organizational cultures can be referred to as involved individuals' behavioral traits which have transformed to the best one, so they are ready to preserve organizational cultures. Organizational cultures consist of the following sub-elements, e.g. generational inheritance, transformational culture, proactive working, collaborative culture and aims for organizational goals. Compliant with Kumbanaruk's study (1999), as in generational inheritance, administrators and teachers must proudly lead the organizations to sustainable success, cultivate a sense of motivation and faith among staff and devote themselves to work and organizations. With respect to transformational culture, administrators must reduce working processes to promote positive working flexibility, be ready to face and adapt to changes, which is consistent with Kumbanaruk's study (1999). In case of proactive working in line with Sroinam's study (2004), administrators should prepare documents before internal and external audit or pending internal audit from the affiliated institutions and build a team of administrators capable of making decisions in case of the administrator's unavailability; they should also explore opinions and needs of students, parents and communities inside and outside the service area. In correspondence with Kotter's study (1996), in terms of collaborative culture, they should share the same view of success, adapt their opinions to their co-workers, become part of the team, establish harmonious friendships and work creatively in concert. On aims for organizational goals, it is necessary to build a team of individuals that rely on and accept one another and lead the schools to success together; this is in line with Fullan's study (2008). In summary, primary school administrators should create a practice and transform it into proper practical cultures and encourage generational inheritance. Additionally, both administrators and staff must be eager to drive the organization towards success, cultivate a sense of motivation, passion and dedication to organizations among staff. They should allow transformational cultures by reducing processes and allowing more flexibility as well as should be able to adapt to changes and work proactively.

6. Suggestions

In light of the results, there are two suggestions for research applications and future research.

6.1 Suggestions for Applications

Overall, it is important to promote the use of the management model as a guideline for development of effective management of primary schools since the results indicate that the developed model is consistent with empirical data. The suggestions are presented as follows:

- 1) Administrators should give attention to the development of information technology so as to enhance effectiveness in various operations, e.g. managing a database, searching for data of students, staff and finance and accounting, analyzing internal and external data and formulating plans. Moreover, in doing so, it will enable staff to use information technology to publicize news, to be aware of feedback and suggestions and to allow a 2-way communication, which would benefit schools and parents or students. In addition, information technology for management can be used to manage general affairs, finance, budgeting, to serve staff, students and other parties.
- 2) The administrators should develop a school as a learning organization to develop spirituality, to promote team learning, to allow experience sharing among staff, to reinforce systematic thinking, to formulate conceptual frameworks, to develop logical thinking, analytical abilities and creativity. They should also encourage life-long learning further studies and study trips as well as drive towards excellence together.
- 3) The administrators should possess sustainable leadership, be ready for any effect of changes, promote organizational immunity for any circumstance, be outcome-oriented and be an academic leader. Parents and students' faith should be reinforced, and the administrators should consider prosperity and sustainability, have morals and adopt a practice of self-control, man administration, work management and good governance. Lastly, they should also be economical, which involves spending budgets properly.

4) The administrators should adopt strategic administration, apply strategies practically, promote the proper use of budgets for maximum benefits and revise a plan based on the outcomes. They ought to assign tasks considering staff's abilities, control and evaluate strategies, supervise and monitor staff's operations and compare performance with criteria to determine the degree of accomplishment. They must formulate strategies and make an annual action plan according to schools' development plan.

5) The administrators should focus their attention on outcomes and their effectiveness by developing student characteristics, which in turn would allow them to become eager to improve knowledge and skills and to develop positive attitudes towards schools. What's more, administrators should analyze current situations to improve the schools, while teachers should willingly change their pedagogical methods to improve learning achievement.

6) The administrators should cultivate a sense of awareness, introduce a practice and transform it into proper cultures and promote generational inheritance. Both administrators and staff should be eager to propel their organizations towards success, instill motivation, passion and dedication to organizations into the staff. They should encourage transformational cultures by reducing processes which in turn would allow more working flexibility, and they should adapt to changes and challenges.

6.2 Suggestions for Further Studies

To broaden a body of academic and administrative knowledge, suggestions for future research are provided as follows:

1) Further studies should adopt participatory action research; for example, using the results of this study as a guideline, they can focus on improving indicators with high percentage points as well as elements with a high level of factor loading.

2) Future research on creation of tests and assessment of indicators for effective management of primary schools should also be considered because the results could provide a set of tools which administrators can employ to assess effectiveness in school management.

3) Finally, a study on development of indicators of effective management of schools in other affiliated institutions should be carried out; it could help determine suitable indicators for effective management of the schools.

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