

Full Length Research Paper

The development effectiveness management model for sub-district secondary school

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The purposes of this research were to study the factors of effectiveness management model for sub-district secondary school, to investigate current situations and desirable situations of effectiveness management model for sub-district secondary school, to develop the effectiveness management model for sub-district secondary school and to study the effects of effectiveness management model for sub-district secondary school. This study was conducted in 4 phases which include first, studying the factors of effectiveness management model for sub-district secondary school, secondly investigating current situations and desirable situations of effectiveness management model for sub-district secondary school, thirdly developing effectiveness management model for sub-district secondary school and the last examining the results of usage of the effectiveness management model for sub-district secondary school. The target group consists of 33 teachers at Dongmafaiwittaya School, Secondary Educational Service Area Office 23, which was the research field. The instruments used in this study were two types: Firstly manual of development effectiveness management model, Secondly instruments used for data collection: questionnaire, non-structure interview and evaluation form. The statistics used for data analysis were percentage, mean and standard deviation. The findings of the research were as follows: The factors of effectiveness management model for sub-district secondary school comprised of input, process and output; the current situations and desirable situations of effectiveness management model for sub-district secondary school were in the 'highest' level in every aspect; the development effectiveness management model for sub-district secondary school found that the factors of effectiveness management model for sub-district secondary school comprised of 3 aspects, 18 main factors and 102 sub-factors; the results of using the effectiveness management model for sub-district secondary revealed that it was suitability and feasibility in overall.

Key words: Effectiveness management, sub-district secondary school, development effectiveness.

INTRODUCTION

School is the most important educational organization created for the development of quality learners and the

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quality of schools. These are the most important mission of Ministry of Education, especially in the development of local schools. Most students in these schools lacked the chance of getting entrance in schools. The World Bank reported that the results of operation in the development of education in Thailand about the educational opportunity expansion were very successful. However, the quality of education tended to reduce except only schools in Bangkok area that had learning achievement as average value of America. But most schools in local area were distressed.

The research findings showed the essence of quality educational management is to develop disadvantaged students in local areas, which in turn will lead to good economic returns for countries, and it can reduce social problems and develop people's way of life. Thus, educational reform has the development principles in terms of "quality, opportunity and participatory" (Office of the Basic Education Commission, 2010). Ministry of education and office of the basic education commission realize the importance of operation supporting educational development area according to educational reform guideline in the second decade about quality development and participatory opportunity.

This lead to the project "A Good School in Tambon (sub-district)" it is set up to develop 'School Quality' in local area because it could be a place to service quality education and to support educational management of early childhood and special education. And it can be one stop service center and community learning sources. It will make communities to be part of the school and have sense of self belonging, trust school and send their children to study at school. Besides, it reduces parent's expenses and builds people's good quality. Schools and communities can provide the useful and effective activities in order to get good image of 'A Good School in Tambon (sub-district)' in terms of "Lively school, good teachers, quality students, cooperative communities, sharing taking a rest" (Office of the Basic Education Commission, 2010).

The research involved in effectiveness management model in Thailand was studied in many schools in Jarunee. Mukprom (2002) mentioned that the study of the effectiveness of middle secondary school, Department of General Education, khon-kean province was in "much" level as follows: atmosphere, administrator leadership, process and resource, except making decision which was in "moderate" level.

This is related to the research of Sridadej (2006) reporting that the effectiveness management model of the administrators of office of the Basic Education Commission of Thailand revealed that the effectiveness management model of administrators comprised of four factors which are social system factor including with four sub-factors: adjustment, the objectives, integration and treatment schemes. Secondly, management skill factor

including with nine sub-factors: techniques skill, human skill, conceptual skill, ethics skill, academic skill, technology skill, diagnostic skill, communicative skill and political skill. Thirdly, administration duty factor which consists of seven sub-factors: planning, organization management, mastery, leader, coordination or liaison, the budget and controlling. Lastly, management roles factor which comprised of three main factors that is, first, relational person role including four sub-factors: organization symbolic role, organization leader role, organization relationship builder role and team builder role. Second, information technology role which consists of four sub-factors: follower, publisher information, public relations person and supervisor. Thirdly, making decision role consisting of five sub-factors: operator, disturbance handler, trouble shooter, resource manager and negotiator.

Besides, as Ruenthong (2007) stated, the research of effectiveness school management model aims to study the factors and the model of effectiveness school management. The research procedures had four stages; the first, analysis to define the conceptual framework under principles, effectiveness school management theory. The second, analysis of the feasibility and model development of effectiveness school management, The third, checking and designing the effectiveness school management model. And the fourth, improving and presenting the effectiveness school management model. The findings found that firstly, the factors of the effectiveness school management model comprised of eight factors: learning organization; professional administrator and teacher; quality assurance in education, accountability and reliability; learning environment; vision and common purpose; focusing on teaching and learning; purposive learning; high expectation towards students. Secondly, the effectiveness school management model had the important factors as follows: accuracy, suitability, feasibility and useful application.

Therefore, developing education in sub-district secondary school can be perfect, it can increase opportunity to access quality education by students in local areas and can support cooperation or participation of communities and local organizations. However, schools have to be effective and to develop in all aspects in order to improve students' life quality. Sergiovanni (1991) pointed that quality school management helps quality learning. Office of the Basic Education Commission wants sub-district secondary schools to develop students to be morally sound, academic leaders, good students of Tambon and to catch up with the changing social world.

According to the reasons earlier mentioned, the researcher realizes that it is necessary to develop effectiveness management model for sub-district secondary schools to be an effective management and to help administrators, teachers and educational personnel; this

model could be used to be a guideline in developing school management in sub-district secondary schools effectively.

Purposes of the research

The purposes of this research are as follows:

1. To study the factors of effectiveness management model for sub-district secondary school.
2. To investigate current situations and desirable situations of effectiveness management model for sub-district secondary school.
3. To develop the effectiveness management model for sub-district secondary school.
4. To examine the results of using the effectiveness management model for sub-district secondary school.

METHODOLOGY

The procedure of the study comprised 4 phases:

Phases 1: Studying the factors of effectiveness management model for sub-district secondary school.

Phase 2: Investigating current situations and desirable situations of effectiveness management model for sub-district secondary school.

Phases 3: Developing effectiveness management model for sub-district secondary school.

Phase 4: Examining the results of using the effectiveness management model for sub-district secondary school (Figure 1).

RESULTS

The findings of the research were divided into 4 parts:

1. The results of studying the factors of effectiveness management model for sub-district secondary school consisted of 2 steps:

First, the results of analysis of the documents and research involved the theory of effective factors and effective school management by content analysis found that the factors of effectiveness management model for sub-district secondary school comprised of: learners quality consisting of 11 sub-factors, teachers and personnel quality consisting of 15 sub-factors, professional administrator consisting of 15 sub-factors, learning center consisting of 7 sub-factors and the last atmosphere and environment of school consisting of 8 sub-factors.

2. The findings of interviewing three administrators of 'Best Practice Secondary School' that is, School's King Award, School, a warranted school from the Office of Education Standard and Quality Assessment and a Good

School in Tambon (sub-district), found that the factors of effectiveness management model for sub-district secondary school comprised of:

Input: The strategic plan, mission, school's goal, school's policy; The human resource, equipment and fund sources; the environment for learning.

Process: Planning the strategy; providing school management infrastructure actively; curriculum management; the strategy of providing learners development activities; the suitable personnel management; the leadership of administrator; the coordinating internal and external school; the supporting learning atmosphere in physical and social; the participation of teachers, parents and community; the internal quality education assurance.

Output: The quality of learners; the quality of teachers and educational personnel; the professional administrator; the learning center; the school atmosphere and environment

2. The findings of current situations, desirable situations of school management for sub-district secondary school, and the questionnaire were distributed to a sample group of 244 administrators, and 185 questionnaires responses were collected respecting 75.9%. Most of them were 105 school administrators, representing 56.8%, and they have had experience for 16 years up. They were 62 persons (33.5%). The school location found that most of schools were in the Northeast, (58 schools (31.4%)). The current situations of effectiveness management model for sub-district secondary school in input aspect was in 'much' level ($X=4.2$), considering each aspect found that every aspect was 'much'. And the desirable situations of effectiveness management model for sub-district secondary school in input factor was in 'very much' level in over all ($X=4.6$). Considering each aspect found that it was 'very much' in overall. The current situations of effectiveness management model for sub-district secondary school in process aspect was in 'much' level in overall ($X=4.0$). Considering the aspects were ranked from 'very much' to 'little' that is, coordinating internal and external school was in 'much' level ($X=4.1$), providing school management infrastructure was in 'much' level ($X=4.1$), providing suitable personnel management was in 'little' level ($X=3.9$). And the desirable situation in process aspect was in 'very much' level ($X=4.5$) in overall. Considering the aspects were ranked from 'very much' to 'little' that is, coordinating internal and external school ($X=4.6$), leadership administrator ($X=4.6$) and strategic planning ($X=4.5$) respectively. The current situation of effectiveness management model for sub-district secondary school in output aspect was in 'much' level in overall ($X=4.1$). Considering each aspect was in 'much' level in every aspect. The desirable situation in output

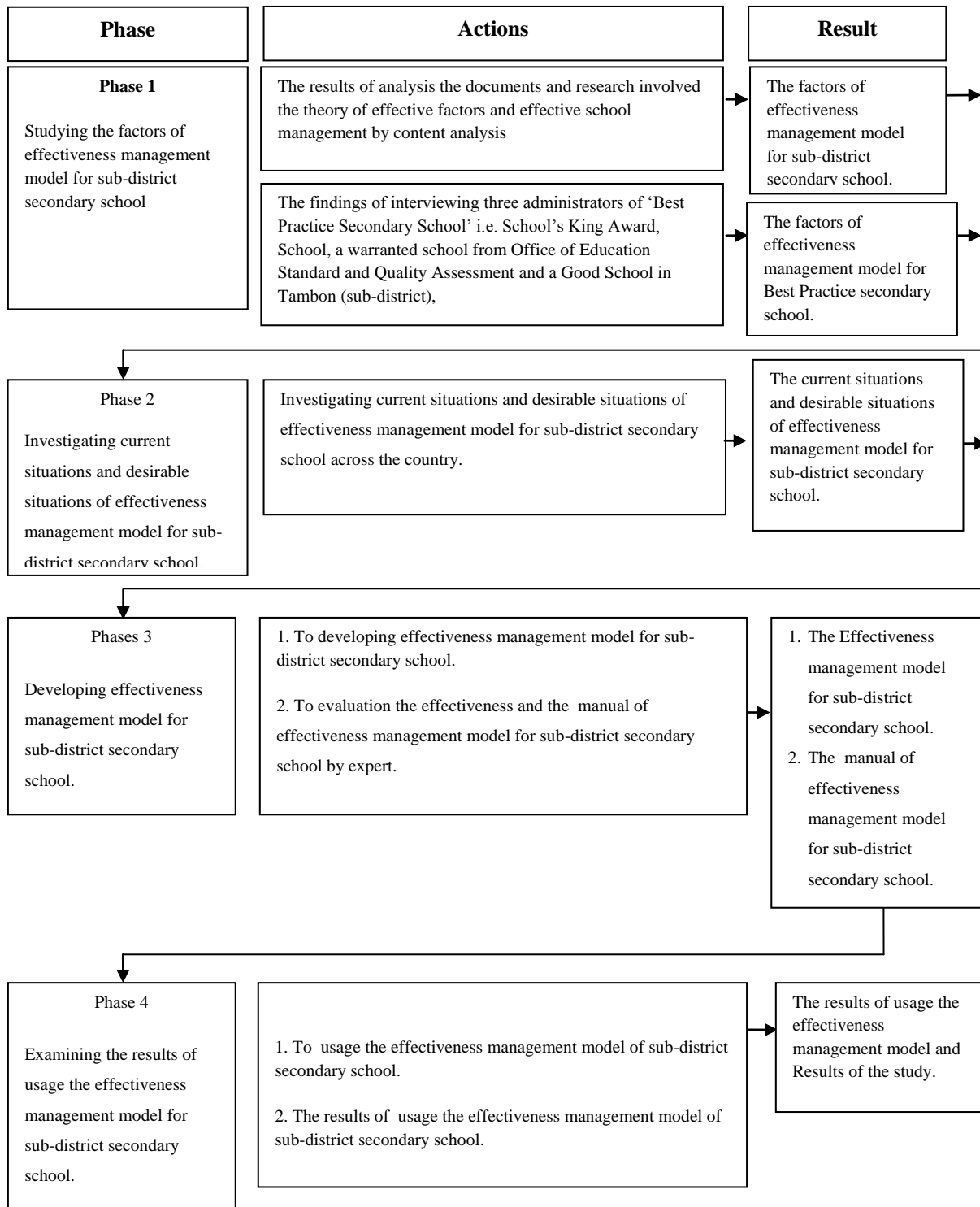


Figure 1. Steps of study.

aspect was in ‘very much’ in overall (X=4.5). Considering each aspect was in ‘much’ level every aspect.

3. The results of development effectiveness management model for sub-district secondary school consisted of three

aspects which include 18 factors and 102 sub-factors as follows:

Input

1. Strategic plan, mission and school's policy comprise three sub-factors which are administrators' leadership skill; schools' strategic plan, mission, goal and policy; schools' target for developing students' knowledge and moral to live in the society happily.
2. Human sources, equipment and funds consist of three sub-factors: Schools' knowledge and personnel; schools having enough equipment and funds for educational management; school having strategic budget and facilities for effective management.
3. Environment for learning comprises three sub-factors which are school with clean, neat communities; school having fresh, beautiful and natural environment; schools without vices.

Process

1. Strategic plan comprises five sub-factors: Schools having prepared strategic plan, schools having analysis environment, schools evaluating current situations, schools with defined target and goal, schools applying strategic plan.
2. Providing infrastructure of active school management consisted of five sub-factors: Schools with defined command line, clear criterion, schools having map of school and clarifying clear responsibility and duty, schools defining relations between personnel and organization clearly, schools having formal communication, schools dividing personnel's burdens based on their ability.
3. Curriculum management consisted of five sub-factors: Schools having curriculum management supporting objectives and learning standards, schools with defined goal and directions for development of students' personality and characteristics, schools with vision, target, learners' competencies, desirable characteristics, learning standard and clear indicators, schools having directions for curriculum and learning development in different class levels, schools having defined learning time outline for each subject group yearly.
4. Strategy of learner's activities development comprised five sub-factors; learners developed to complete humans and intelligent in the society, learners built to be morally and ethically sound, learners taught to be discipline, learners trained and given public consciousness, learners managing themselves and living with others happily.
5. A suitable personnel management comprises five sub-factors: Schools developing personnel to increase their knowledge and ability, schools evaluating the results of working systematically, schools motivating all personnel to work continuously, schools supervising teachers

teaching in order to follow up students' advancement, effectiveness management for teachers and administrators.

6. Leadership skills of administrators comprise five sub-factors which are administrators as leaders in teaching and learning and administrators as builders of inspiration,
7. Coordination of internal and external school comprises sub-factors as follows: schools and other organizations working together in order to get the same goal, schools having a related work process in order to be efficient, schools co-operating and having working facilities, schools building up cooperation between teachers and parents, schools providing network with others in order to use learning resources together.
8. Supporting learning atmosphere, the society comprises sub-factors as follows: school providing basic facilities that is, providing media and equipment for learning, schools producing responsible students in the physical environment, schools creating the atmosphere for learning and teaching, schools having suitable environment, schools providing suitable buildings for learning.
9. Participation of teachers, parents and communities consisted of sub-factors as follows: Schools promoting variety of participatory styles, schools promoting teachers, parents and communities' participation, cooperative working plan between schools and parents, budget administration focusing on participation of schools and parents, implementation, follow up and evaluation by schools and parents.
10. Internal quality assurance comprises sub-factors as follows: Schools with internal quality assurance, schools providing committee with internal quality assurance, schools following quality administration system, schools evaluating internal quality assurance, schools reporting the evaluation of internal quality assurance to agencies and communities.

Output

1. Learners quality comprised sub-factors as follows: Student has skills of self access learning and more learning achievement; Student is able to adjust themselves to environment and to live in the society happily; student has a responsibility to themselves, school and community; student has a thinking process systematically and a creative thinking and a solving-problem thinking reasonably; student has a rule and a discipline; Student loves learning and self-development; Student has knowledge and fundamental skills, he is able to study further in higher education; student has ethics and morality and the desirable values; student has knowledge and essential skill on curriculum criterion provided; student has a good attitude to honest job and seeks for interested job; lastly student has ability to play

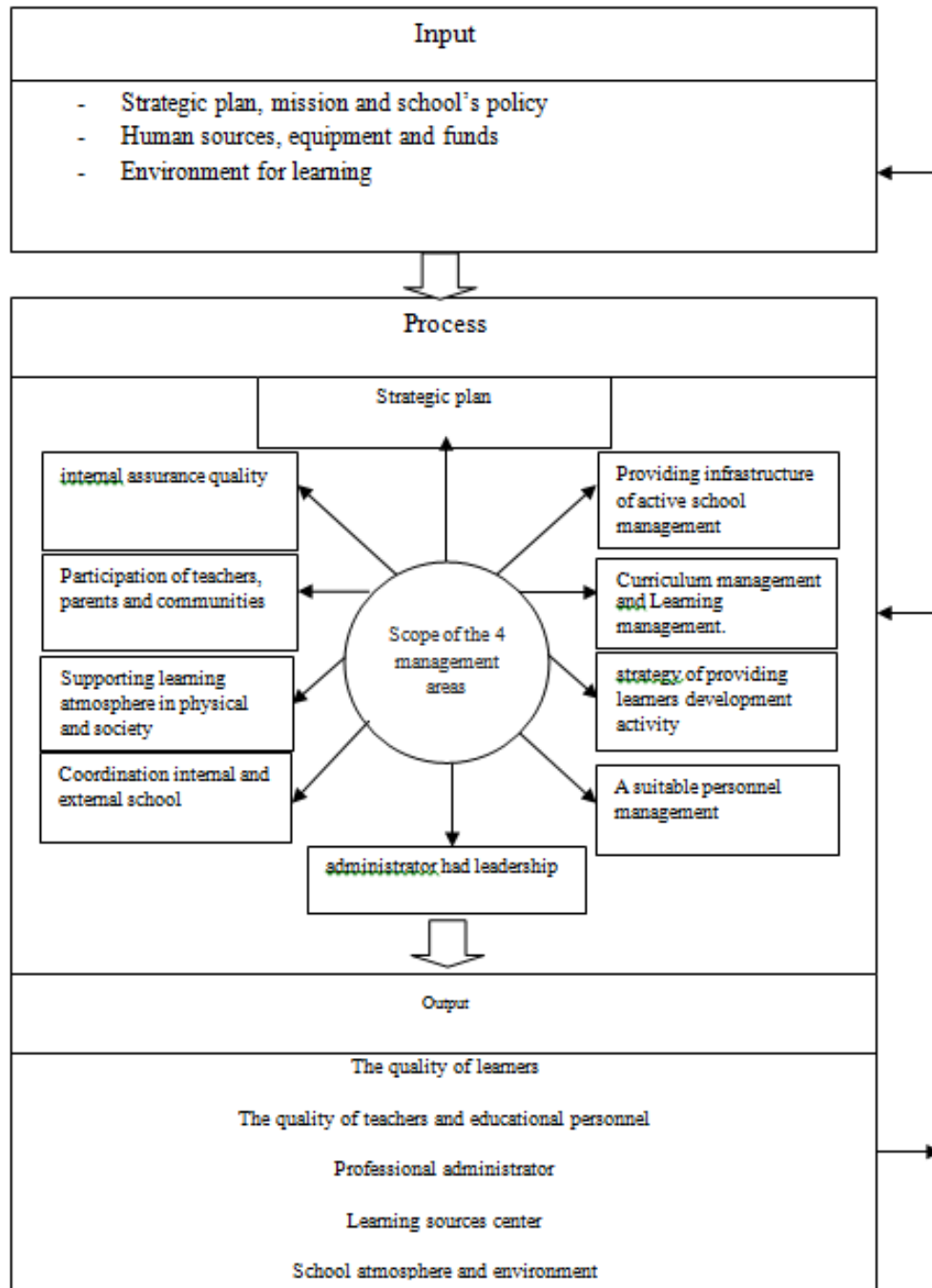


Figure 2. Model of effectiveness management model for sub-district secondary school.

music, sports, entertainment and technology information.
 2. The quality of teachers and educational personnel comprised sub-factors as follows: Satisfaction of teachers and education personnel; co-planning about student's caring between teachers and education personnel; teacher and personnel development efficiency; student's

caring closely; time-learning management to be extreme usefulness; co-goal and co –expectation explicitly; following up student's progress regularly; searching and selecting personnel to match knowledge, ability and a suitable position; usage system of morality to get people to work; focusing on training and personnel development

in all level thoroughly and continuously; supporting personnel to advance in his job and position; all personnel level has motivation in working; teachers and personnel have knowledge and understanding curriculum and learning and teaching activity management that focus on learner-center; teachers and personnel have evaluation for learning development of learners with variety techniques.

3. Professional administrator consisted of sub-factors as follows: Administrator has a vision, a leadership and a creative thinking; Administrator is usually able to change, develop school; administrator has ability to solve school's problems efficiently; Administrator has clearly defined a vision, a mission and a goal of working; administrator has encouraged the group-relationship; administrator is a participatory leader; administrator has planned the administration in annual action plan in terms of short plan and long plan; administrator has properly changed an action plan with the current situation; administrator has defined the decentralized structure that is relevant to the principle of democracy; administrator has defined the clear structure that is flexible, convenient and rapid coordination; administrator has the system and the process to follow up, check teachers' and personnel's operation; administrator has properly authorized in diagnose, command and making decisions to subordinators; administrator has change agent to convince the school's progress; administrator has created the cooperation inside and outside school, administrator has the responsibility and devotes himself in working.

4. Learning sources center comprised sub-factors as follows: School has a learning management to support learners' learning; School is a learning community; school has provided a permanent learning environment; school has an opportunity for personnel to exchange learning to develop learning and teaching management together; School is a learning source for developing the quality of learners; school has the academic exchanging system inside and outside school; and school uses the participatory system to create knowledge network.

5. Atmosphere and environment of school comprised sub-factors as follows: School has environment for learning; there is neat, fresh, clean and beautiful building management; school has parents' support and participation; there is a positive relation between home and school; school is without the vices; school has completed building, laboratories and sport field; school has learning atmosphere in and out of classroom.

4. The findings of examining the results of usage of the effectiveness management model for sub-district secondary school.

The results on the use of effectiveness management model for sub-district secondary school revealed that the suitability of effectiveness management model in input aspect was in 'very much' level in overall ($X=4.6$).

Considering each aspect, it was suitable in every aspect, it was in 'very much' level. And the feasibility of effectiveness management model in input aspect was in 'very much' level in overall ($X=4.6$). Considering each aspect, the feasibility was in 'very much' level in every aspect. And the suitability of process aspect of effectiveness management model found that was in 'very much' level in overall ($X=4.6$). Considering the aspects were ranked that is, administrator had leadership and strategy of providing learners development activity, ($X=4.6$), internal assurance quality ($X= 4.6$) accordingly.

The feasibility of effectiveness management model for sub-district secondary school in process aspect was in 'very much' level in overall ($X=4.6$). Considering the aspects were ranked that is, internal assurance quality and strategy of providing learners development activity ($X=4.7$), coordinating internal and external school and a high leadership administrator ($X=4.6$). The suitability of effectiveness management model for sub-district secondary school in input aspect found that it was in 'very much' level ($X=4.6$) in overall. Considering each aspect was suitable in every aspect. The feasibility of effectiveness management model in output aspect was in 'very much' in overall ($X=4.6$). Considering each aspect, it was feasible in every aspect. Comparing pre-and post treatment of usage the effectiveness management model for sub-district secondary school revealed that there was a significant difference. The level of significance is 0.05. And the operation manual of effectiveness management model for sub-district secondary school was also suitable in 'very much' level.

DISCUSSION

According to this study, the conclusions of the research findings found that there were interesting issues for discussion which are:

1. The findings of studying the factors of effectiveness management model for sub-district secondary school demonstrated that the factors of effectiveness management model in Input aspect consisted of three factors: Strategic plan, mission, school goal and policy of school; human resources, equipment and funds; environment for learning; Process aspect comprised ten factors that is: strategic plan; providing infrastructure of active school management; curriculum management; the strategy of learner's activities development; a suitable personnel management; leadership administrator; coordination internal and external school; supporting learning atmosphere in physical and society; participation of teachers, parents and communities; internal quality assurance; Output aspect consisted of five factors which are: the quality of learners; the quality of teachers and educational personnel; professional administrator;

Learning sources center; school atmosphere and environment. This was supported by Ruenthong (2007) in "A Study Effectiveness School Management Model" which consists of 8 factors which are professional administrator; defining vision and school goal cooperatively; high expectation to students; focusing on learning and teaching; teaching objectively; environment for learning; quality assurance, accountability and reliability, and learning organization. As Edmonds (1979) mentioned that an effective school consisted of these factors: strength leadership of administrator; specialist of basic skills; clean, neat and safe environment situations; teacher's high expectation to students; and following up student's advancement continuously. This is also supported by Sammons et al. (1995) in a study on the factors of effectiveness school which comprised of professional administrator, defining vision and school goal cooperatively, environment for learning, strength of learning and teaching, the lesson plan of clear learning objectives, high expectation to school and students, teacher's motivation, following up student's advancement and school improvement, the responsible students, cooperation between school and parents, and learning organization. As Sergiovanni (1991) said that an effective institution has the following factors as follows: focusing on learner –center; a good academic plan; providing learning and teaching to support learner's learning; providing a positive school atmosphere; supporting the interaction among groups; providing personnel development widely; participatory leadership; supporting problem solving creatively; and participation of parents and communities.

The results of each factor were as follows:

1. The quality of students revealed that the factor of learning achievement was higher; students could adapt themselves to environment situations and had responsibility to own self and school. And they had the best of academic, had self-discipline, positive thinking in education and basic skills. Besides, they could learn further in higher education. And they had morality and ethics and desirable values on basic educational curriculum and they had known basic profession relating to community. Furthermore, they had also ability in sports, music and information technology. It was supported by Office of Education Standards and Quality Assessment (2012: 17) mentioned the quality of learners that learners had aesthetics, it implied that learners realized in value of virtue and they had a good motion and appreciated in training variety of learning activities of curriculum provided that is, arts, music, performing arts, literature, entertainments. Learners had morality, ethics and desirable values. It meant that they were good children of their parents, good students of school and community. Besides, they were eager for knowledge

and learning continuously, they could seek for the knowledge and access learning the lesson learned by using technology in various styles that is, listening, watching and note-taking on printing Medias, brochures, advertisements and electronic Medias, etc. Besides, they could think analysis, synthesis, systematically, critically, creatively. So, these helped them build up the learning concept by themselves and could help them make decision by own self and solve their problems and society suitably.

2. The quality of teachers and educational personnel found that the factors of working satisfaction were as follows: cooperative planning for the students caring and support between teachers and personnel, teacher development effectively, caring students closely, learning time management maximize the benefits, clear goal and expectations cooperatively, following up advancement' learners continuously, learning management focusing on learner center, providing the good governance for personnel application, personnel recruitment on their own knowledge and ability, development all personnel continuously, supporting personnel to advancement in career and position, building up motivation to personnel's working, teachers and personnel could know and understand the curriculum and learning and teaching management in terms of learner center and teachers an personnel had measured and evaluated for various learning development. As Office of Education Standards and Quality Assessment (2012) referred that teachers could have the effective learning and teaching management focusing on learner-center, define the learning target of learners in process skills in terms of learning concept, principle, interaction and desirable values. Teachers could analyze learners individually and provide various activities on their own pace, and design learning styles and various evaluation styles to suit them best. Besides teachers could provide learning atmosphere and medias for learners and provide local knowledge to integrate with their lesson. The teachers could evaluate learner's advancement and got feedback to improve learners learning, then teachers could do the classroom based research.

3. Professional administrator consisted of sub-factors as follows: administrator had vision, leadership and creative thinking, administrator could adapt and develop school continuously, administrator was able to solve the problems within school effectively, administrators defined vision, mission and goal of clear operation, administrator supported group interaction within school, administrator was participatory leadership, administrator had planned operation management in an annual plan: a short plan and a long plan, administration adapted an operation plan to suit the current situations, administrator defined infrastructure of decentralization and related to democracy principle, administrator defined clear and active infrastructure in order to coordinate convenient and fast

working, administrator had editing process for teachers and personnel systematically, administrator decentralized for making decision to teachers, administrator was change agent, administrator built up relation and cooperation internal and external school, administrator had their responsibility and were devoted to work. This was supported by Office of the Basic Education Commission (2001) who mentioned that administrator has accepted to be a change agent, developers, leadership, a decentralized administrator, a participatory and creative administration, a good governance administrator and so on. As Sammons et al. (1995) in "A Study Professional Administrator" said that there were factors as follows: Firstly the sustainable and clear target goal of organization and proactive administration and the ability of building the administration team, Secondly, participation of teachers to manage curriculum, make decision and to use the school's policies, Thirdly, building up teachers to be an academic leader.

4. Learning sources center comprised of the following factors as follows: school provided learning and teaching to support learners' learning, school is a learning community, school provided a sustainable learning environment, school had an opportunity for personnel to exchange learning in order to develop co-learning management, school is a resource center for the quality of learners development, school exchanged academic internal and external school systematically, school used participatory system for knowledge network. Office of the Ministry of Education (2010) mentioned that a Good School in Tambon (sub-district) provided atmosphere for learning to be livable, to love learning for learners' learning and adjusted the school landscape for teaching and learning. As Prasertsung (2010) said that the environment was an important factor to develop for learners' learning because teaching and learning process aimed at enabling the learners to develop themselves at their own pace and to the best of their potentiality (National Education Act, 1999, Chapter 4, Section, 22). Thus, school should adjust and adapt environment for the modern learning in order to be the quality of learning sources center for learners and community. That means students could learn in both at school and local important places that is, Watyaisrisuphan school, Thonburi district office, waterfall, children field, school flag, etc.

5. Atmosphere and environment of school consisted of factors as follows: there is a place for learning and teaching, school provided a neat, fresh, clean and beautiful building, school provided a high expectation atmosphere to learners, there was a participatory and support parents, there was a positive relation between school and community, school was a non-vices place, school had enough learning building, laboratories, sport field, school had atmosphere in the classroom and out of classroom for learners' learning. It was related to Ministry of Education (2010: 25-26) mentioned that a Good

School in Tambon (sub-district) provided atmosphere for learning to be livable, to love learning for learners' learning and adjusted the school landscape for teaching and learning. As Office of Education Standards and Quality Assessment (2012) reported that atmosphere and environment of school should be clean, healthy, beautiful, neat, convenient and relaxing.

6. The findings of investigating current situations and desirable situations of effectiveness management model for sub-district secondary school. The results of investigating current situations and desirable situations of the effectiveness management model for sub-district secondary school, and the questionnaires were distributed to a sample group in all the country of 244 questionnaires, and 185 questionnaires responses were collected. This constitutes 75.8% response yield from the total number distributed. It was classified by current position found that most of them were 105 school directors (56.8%), by position experience showed that most of them had more 16 years up, it was 62 persons (33.5%). And the situated school showed that most were in the Northeast, they had 56 schools (31.4%).

The current situations of the effectiveness management model for sub-district secondary school was in 'much' level in overall ($X=4.05$). Considering each aspect, there was in 'much' level in every aspect. As Ruenthong (2010) in "A Study Effectiveness School Management Model" mentioned that the samples of the study were school directors, assistant directors, teachers and school boards, consisted of the factors as follows that is, professional administrator, quality assurance, accountability and reliability, environment for learning, providing co-vision and co-target goal, focusing on learning and teaching, learning objectively, high expectation to students, the results found that it was in 'much' level in overall. This was supported by Samrit (2011) in a research "A Study Influence Management Factors towards Effectiveness of School: Development and Accountability of Analysis Model the Factors Levels of Administration and Level of Effectiveness of School" classified on Size of schools, it was in 'much' level in overall.

The desirable of the effectiveness management model for sub-district secondary school was in 'very much' level in overall ($X=4.6$). Considering each aspect, it was in 'very much' in every aspect. It was related to Sammons, Hillman and Mortimore (1995 : 8) , the indicators analysis of school effectiveness consisted of related factors as follows; Change agent, environment for learning, empowerment in learning and teaching, high expectation of teaching, motivation, following up the advancement, discipline and responsibility of students, participation between home and school, learning organization. Jit-sanguan (2014) in "A Study Strategic Leadership Development for Secondary Administrators" found that the current situations of strategic leadership development for secondary administrators, they were in 'much' level.

Considering each aspect, it was in 'much' level in every aspect. And the desirable situations were in 'much' level in overall. Considering each aspect, it was in 'much' level in every aspect.

3. The findings of developing the effectiveness management model for sub-district secondary school found that the factors of the effectiveness management model had three aspects, including with 18 main factors and 114 sub-factors as follows:

i. Input comprised the factors as follows: Strategic plan, mission, school's goal, school's policy; Human resource, equipment and fund sources; Environment for learning.

ii. Process consisted of the factors as follows : Planning the strategy; Providing school management infrastructure actively; A curriculum management; Strategy of providing learners development activities;\A suitable personnel management; Leadership of administrator; Coordinating internal and external school; Supporting learning atmosphere in physical and social; Participation of teachers, parents and community; Internal quality education assurance.

iii. Output comprised of the following factors as follows: The quality of learners; The quality of teachers and educational personnel; Professional administrator; Learning center; And School atmosphere and environment. It was supported by Hanson (1996: 35) said that the factors of the effectiveness management consisted of: Improving learning achievement; Providing atmosphere supporting learners' learning; Following up and evaluating learning and teaching process; an efficient personnel; promoting students' discipline, and providing environment and welfares of working. Sergioivanni (1991) mentioned that the effectiveness of school comprised the factors as follows: Focusing on learner center; Providing a good academic plan; The learning and teaching activities supporting learners' learning; Providing positive school atmosphere; Promoting interaction among groups; Providing personnel development widely; Participatory leadership; Promoting problem-solving creatively; And Participation of parents and communities.

4. The findings of the effectiveness management model for sub-district secondary school found that the suitability of the effectiveness management model was in 'very much' level in overall ($X=4.6$) Considering each aspect, it was in 'very much' in every aspect. And the feasibility of the effectiveness management model was in 'very much' level in overall ($X=4.6$) Considering each aspect, it was in 'very much' in every aspect. It implied that the effectiveness management model for sub-district secondary school was developed by researcher had implemented in various phases suitably i.e. to study the factors of the effectiveness management, to study the current situations and desirable situations of the effectiveness management, to draft the effectiveness

management and to examine the results of the effectiveness management for sub-district secondary school. Besides, There was a manual of the effectiveness management for sub-district secondary school was the clear steps that administrators could applied to use in their own situations. It was related to Payom (2010) in a study operation management model for basic education schools revealed that the model was the most suitability, feasibility and usefulness. It pointed that the operation management model developed had implemented in various phases suitably, especially interviewing the opinion of administrators about the factors of administration. Furthermore, the processes of the study had reflected and commented by the specialists. So, this made the operation management model was completed, comprehensive operation of Basic Education Schools. And, there was a manual of Operation Management Model for Basic Education Schools was the clear steps that administrators could adapt and adopt to use in their own situations.

Conclusion

Actually, the results of The Development Effectiveness Management Model for Sub-District Secondary found that there were five successful factors under accomplishing the research as follows. Firstly, the quality of students was shown that students had increased higher self-responsibility to their own learning and school. It meant they loved learning and they did not miss the class besides, they were proud that they were a part of school. Secondly, the quality of teachers and educational personnel was found that they could have variety techniques in learning management on school curriculum for example, problem-based learning, problem solving, task-based learning, etc. Next, is the learning center, which means that the school became the learning resource for the school and community. Community could make use of the school to carry out. Fourthly, the atmosphere and environment makes the school a lovely place for learning making the students eager to come and learn.

Lastly, the four successful factors supported a school administrator to be professional in terms of being a good organizer in the school and community, a good exemplary leader of organization and having good responsibilities to carry out.

RECOMMENDATIONS

According to this study, the recommendations were as follows:

1. The use of effectiveness management model for sub-

district secondary school were as follows:

- i. The researchers need to study clearly more details of manual and model of effectiveness management for Sub-District Secondary School.
- ii. All school personnel should clearly study and understand the activity in every steps of effectiveness management model.
- iii. The research of effectiveness management for Sub-District Secondary School would be really efficiency, if the administrators followed up the operation closely and continuously.
- iv. The secondary educational service area office should support and precipitate secondary schools to do the research and developments about school management model continuously in order to develop the quality of secondary schools.

Conflict of Interests

The authors have not declared any conflict of interests.

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Appendix 1. The factors of effectiveness management for sub-district secondary school by experts' interview found that there were three aspects: input, process and output consisting of 18 factors and 114 sub-factors as follows:

Aspects	Factors	Sub-factors
Input	Strategic plan, mission, goal and school policy	<ol style="list-style-type: none"> 1. Administrator is a leader of organization 2. School has strategic plan, mission, goal and school policy 3. School has a development goal for learners to be ethics and to live in society happily
	Human resource, equipment, fund source	<ol style="list-style-type: none"> 1. School has a personnel proficiency 2. School has enough equipments and materials for learning management 3. School has the techniques of budget and facilities management for management efficiency.
	Environment for learning	<ol style="list-style-type: none"> 1. Everyone has a part to make a neat, clean, nice environment. 2. There is a fresh and beautiful environment. 3. There is a safe place and no addicts and vices.
Input Aspects	3 factors Factors	9 sub-factors Sub-factors
	Strategic planning	<ol style="list-style-type: none"> 1. Preparing strategic plan 2. Analysis environment 3. Evaluating the current situations 4. Defining school's directions 5. Usage strategic plan to practice
	Flexible school structure management	<ol style="list-style-type: none"> 1. School has provided command line including with clear regulations 2. School has a school structure and divides in duty responsibility 3. School has defined the relationship between personnel and organization clearly 4. School has a formal communication 5. School has divided duty on practitioner's ability
Process	Curriculum management	<ol style="list-style-type: none"> 1. School curriculum management has achieved to the goal and learning standard 2. School has defined goal and direction framework for development the quality of students I terms of good person, an intellectual person, a good quality of life 3. School has defined vision, objectives, competencies of learners, desired characteristics, learning standards and indicators 4. School uses the curriculum management as the direction of learning and teaching syllabus for each level 5. School has defined structure of time- learning for each subject group in each year.
	Strategic of learner development activities	<ol style="list-style-type: none"> 1. Learner has been developed completed human in physical, mental health, emotion and society 2. Learner has been supported to be ethics, morality 3. Learner has self-discipline 4. Learner has been motivated conscience to service their society 5. Learner is able to live in harmony with other people
	A suitable personnel management	<ol style="list-style-type: none"> 1. School has planned personnel development in more knowledge and ability 2. School has systematically evaluated performance 3. School has created motivation in working thoroughly and continuously 4. School has regularly been a teaching supervision to follow students' advance 5. There is a teacher and administrator management efficiently and effectively

Appendix 1. Contd.

Factors	Sub-factors
Leadership	<ol style="list-style-type: none"> 1. Administrator is a leader in learning and teaching 2. Administrator is a person who creates inspiration and management competency 3. Administrator has supported all personnel to participate in change 4. Administrator has supported higher subordinate. 5. Administrator has checked and cared personnel's operation and he lets them free and make decision suitably
Coordinator in and out of school	<ol style="list-style-type: none"> 1. School has cooperated in working with other people and organizations to achieve in common purpose. 2. School has a continuous process to be success efficiently 3. School has coordinated and facilitated with all involved person in and out of school 4. School has created cooperation between teachers and parents 5. School has school -net working with other schools to be the system in using resources together
Aspects	
Aspects	
Supporting learning atmosphere in physical and society	<ol style="list-style-type: none"> 1. School has developed fundamental factors i.e. media and equipments for learning 2. School has provided responsible person for learners and physical environment 3. School has atmosphere for learning and teaching 4. School has suitable environment 5. School has managed the suitable buildings and learning places
Participatory teachers, parents and community.	<ol style="list-style-type: none"> 1. School has supported various models of participation 2. School has supported participatory teachers and parents 3. School has corporately planned in working between school and parents 4. Budget management has been emphasized participation of school and parents 5. Parents and school has participated in school's operation and evaluation
Factors	Sub-factors
Strengthen Internal quality assurance	<ol style="list-style-type: none"> 1. School has a system of internal quality assurance efficiency 2. School has provided the committee of internal quality assurance 3. School has proceeded working on quality management system 4. School has evaluated internal quality assurance 5. School has reported the results of internal quality assurance to agencies
Process	10 factors
Aspects	Factors
	Sub-factors
	<ol style="list-style-type: none"> 1. Student has skills of self access learning and more learning achievement 2. Student is able to adjust themselves to environment and to live in society happily 3. Student has a responsibility to themselves, school and community 4. Student has a thinking process systematically and a creative thinking and a solving- problem thinking reasonably 5. Student has a rule and a discipline 6. Student loves learning and self-development 7. Student has knowledge and fundamental skills, he is able to study further in higher education 8. Student has ethics and morality and the desirable values 9. Student has knowledge and essential skill on curriculum criterion provided 10. Student has a good attitude to honest job and he seeks for his interested job 11. Student has ability in music, sports, entertainment and technology information
Output	1. Learner quality

Appendix 1. Contd.

Aspects	Factors	Sub-factors
Output	2. Teacher and personnel quality	<ol style="list-style-type: none"> 1. Satisfaction of teachers and education personnel 2. Co-planning about student's caring between teachers and education personnel. 3. Teacher and personnel development efficiency 4. Student's caring closely 5. Time-learning management to be extreme usefulness 6. Co-goal and co –expectation explicitly 7. Following up student's progress regularly 8. Searching and selecting personnel to match knowledge, ability and a suitable position 9. Usage system of morality to get people to work 10. Focusing on training and personnel development in all level thoroughly and continuously 11. Supporting personnel to progress in his job and position 12. All personnel level has motivation in working 13. Teachers and personnel have knowledge and understanding curriculum and learning and teaching activity management that focus on learner-center 14. Teachers and personnel have evaluation for learning development of learners with variety techniques
	3. Professional administrator	<ol style="list-style-type: none"> 1. Administrator has a vision, a leadership and a creative thinking 2. Administrator is usually able to change, develop school 3. Administrator has ability to solve school's problems efficiently 4. Administrator has clearly defined a vision, a mission and a goal of working. 5. Administrator has encouraged the group-relationship 6. Administrator is a participatory leader 7. Administrator has planned the administration in annual action plan in terms of short plan and long plan
Aspect	Factor	<p>Sub-factor</p> <ol style="list-style-type: none"> 8. Administrator has properly changed an action plan with the current situation 9. Administrator has defined the decentralized structure that is relevant to the principle of democracy 10. Administrator has defined the clear structure that is flexible, convenient and rapid coordination 11. Administrator has the system and the process to follow up, check teachers' and personnel's operation 12. Administrator has properly authorized in diagnose, command and making decisions to subordinators 13. Administrator has change agent to convince the school's progress 14. Administrator has created the cooperation inside and outside school 15. Administrator has the responsibility and devotes himself in working
	4. learning center	<ol style="list-style-type: none"> 1. School has a learning management to support learners' learning 2. School is a learning community 3. School has provided a permanent learning environment 4. School has an opportunity for personnel to exchange learning to develop learning and teaching management together
	5. School atmosphere and environment	<ol style="list-style-type: none"> 1. School has environment for learning 2. There is neat, fresh, clean and beautiful building management

Appendix 1. Contd.

		3. School has parents' support and participation
		4. There is a positive relation between home and school
		5. School is without the vices
		6. School has completed building, laboratories and sport field
		7. School has learning atmosphere in and out of classroom
Total	5 factors	43 sub-factors
All total	18 factors	102 sub-factors
