

Development of the Educational Management Model to Enhance Educational Quality Towards Excellence of the Secondary Educational Service Area Office Thailand

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Abstract

The purposes of this research aimed to 1) study the components of educational management to develop educational quality toward excellence, 2) study the current states, desirable states, and the needs for educational development for enhancing educational quality toward excellence, 3) create and develop the educational management model for enhancing educational quality toward excellence, and 4) study the results of implementing the educational management model for enhancing educational quality toward excellence. Research and Development were conducted in 4 phases according to research objectives. The sampling group consisted of executives, boards, 669 teachers, and educational staff from 37 schools under the Chaiyaphum Secondary Educational Service Area Office, the research tools were the appropriateness assessment form of the components of educational management to develop educational quality toward excellence, a 5-level scale questionnaire, semi-structured interview form, observation form, follow-up studies form, and satisfaction assessment form. The statistics used were frequency distribution, percentage, mean, standard deviation, and PNI Modified. The study found that: 1) The components of educational management for enhancing educational quality toward excellence comprised 3 aspects as follows: 1: organization management for excellence, 2: efficiency of educational management, and 3: the achievement of educational management. The experts' evaluation of the components is at the most appropriate level. 2) The current states in all and each individual aspect were at a moderate level. The desirable states in all and each individual aspect were found at a high level. The needs assessment from highest to lowest: educational management for excellence, the efficiency of educational management, and achievement of educational management, respectively. 3) The educational management model consisted of (1) Principles (2) Purposes (3) Conditions for Success (4) Processes and (5) a Supporting system. 4) The results of implementing the model found that: 1) As for the supervision, monitoring, and inspection of educational institutions according to the educational management model for enhancing educational quality toward excellence are of the highest significance. 2) All Educational institutions have implemented quality management to achieve excellence in all areas. 3) Satisfaction assessment of educational institutions according to the educational management model for enhancing educational quality toward excellence was all at the highest level.

Keywords: education management model, educational quality toward excellence, the secondary educational service area office

1. Introduction

“...Education is a process that enables people to have knowledge and qualities that help them survive in the world that can benefit themselves, their families and society...” (Her Royal Highness Princess Maha Chakri Sirindhorn, 2002) is in line with the challenging world has moved to the “Knowledge-based society” era. The skills needed in a knowledge society are analytical thinking skills, problem-solving skills, and social living skills. The quality of education reflects the quality of men that are produced in the context of Thai society. Currently, the Secondary Educational Service Area Office is under the supervision of The Office of the Basic Education Commission, authorized to administer and organize education according to the National Education Act. of 1999 and amendment No. 2 in 2002 as well as the Administrative Regulations of the Ministry of Education in 2003 as a ground for educational management. It coordinates, supports, supervises, evaluates, and guarantees educational quality, raising and developing standards for the Office of Educational Service Areas and

Quality Assurance. The purpose of the education system is to be in line with the changes in education reform of the Ministry of Education and the mission of the Office of Educational Service Area Office, including the Office of Educational Service Area Office (Office of the Basic Education Commission, 2017). Therefore, the quality of education management to be aligned with the standards in response to the needs of individuals and society is important to develop people in the country in order to keep pace with the rapid changes in globalization. The quality of education in Thailand will lead to the future development of society, economy, and politics. Education is a process that will help people develop their abilities and abilities to live a happy life. Education quality is one of the top issues in society and is trying to improve the educational capacity of all educational institutions. Therefore, educational organizations need to beware of the issue and must help improve the quality of education in order to ensure that all students receive a quality education in accordance with the basic educational curriculum to their full potential. The development of quality education will be achieved through school administrators, teachers, parents, the Board of Basic Education, and all participating parties. They realized the significance of leadership, teamwork cooperation, and mutual collaboration, awareness of parents, government officials, community representatives, and business leaders (Arcado, 1995). Educational management has been confronted with a great many problems that have yet to meet and are still great hurdles to the country's development. For these reasons, educational professionals have been trying to find ways to improve the situation to ensure the quality of education by focusing on the quality development of the school which is the direct responsibility of school administrators for providing quality education through research and all related academic processes. Education assurance measure is crucial and gains significance in leveraging confidence and effectiveness, being used as a key driver for solutions (Dolprasit, 1999). Educational management of educational areas is responsible for the basic education level, supporting efficient decentralization and distribution of government authority, personnel management, budget, and generation administration. Because of this responsibility of quality and standards, the students and the public will be given equal educational opportunities and quality. Management needs leadership with great character and competence with skills based on knowledge and information, goal-oriented, respectful and transformational leadership for the globalization era. They need to be of fine honesty, accountability, transparency, good human relationships, and effective network building. They must also be open to the diverse opinions of staff and all related parties, knowing how to use technology for managing and developing themselves. They are good at innovation management, communication cooperation, and continuous distribution and delegation of power and responsibility for students' learning. Realizing the problems and the needs stated above, the researchers intended to develop an educational management model so that schools under the Secondary Educational Service Area Office can manage well and efficiently through system management for improvement of students' quality to be in attunement to the 21st-century settings. They have to be competent and skillful in developing educational organizations and institutions. They need to possess 21st-century skills so that they can appropriately enhance educational quality through the net system. They have to develop systematic and continuous educational knowledge and innovation in society so that they can help improve the quality of education in response to the socioeconomic development of the country with strong determination. The researchers decided to search for a model of educational management to enhance educational quality toward excellence in The Secondary Educational Service Area Office in Thailand with a focus on Teachers' Education Standards, Learning Skills, and 21st-century skills, with emphasis and innovation on educational management. It is of high expectation that through this development model, student learning achievement will be up to the level of the national standard, and teachers, principals, and educational administrators are of high quality which will lead education in The Secondary Educational Service Area Office toward excellence.

2. Research Objectives

- 1) To study the components of educational management to develop educational management for enhancing educational quality toward excellence
- 2) To study current states, desired states, and needs for enhancing educational quality toward excellence
- 3) To create and develop the Educational Management Model for enhancing educational quality toward excellence
- 4) To study the results of the implementation of the Educational Management Model for enhancing educational quality toward excellence

3. Research Methodology

This research is research and development that consists of 4 phases:

Phase I: A study of the components of educational management for enhancing educational quality toward

excellence of the Secondary Educational Service Area Office.

Conducting research in this phase, there are steps to do as follows:

Step 1- Study and synthesize document data, theories, and research related to educational management components for developing the model to enhance educational quality toward excellence of the Secondary Educational Service Area Office. The tools used were document analysis and content analysis.

Step 2- Verify the appropriateness of the educational organization components to develop the educational management model by 5 qualified persons selected by purposive sampling. The tools used were assessment forms. Statistical analyses used were mean, and standard deviation.

Phase II: Study current states, desired states, and the needs for education management to develop the educational management model. The steps were as follows:

Step 1- Taking the components found in Phase I, researchers constructed the 5-level scale questionnaire to study current states and desired states which are 2 parts: part 1 was a general data question of respondents, and part 2 was questioned about current states and desired states.

Step 2- Studying the current states and desired states of educational management. A total of 669 school board executives, teachers, and educational staff were assigned the sample size using Krejcie & Morgan's table (1970: 607-610) and stratified random sampling.

Step 3- Analyzes the current states, desired states, and priorities needed for the development of the educational model. The statistics used were frequency distribution, percentage, mean, standard deviation, and the Modified Priority Need Index (PNI modified)

Phase III: Create and develop the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office. The steps are as follows:

Step 1- Studying the best practices through document study, semi-structured interview form, and observation.

Step 2- Take the results obtained from all the above steps into consideration and deliberation. The researchers develop the educational management model to enhance educational quality toward excellence in the Secondary Educational Service Area Office.

Step 3- Organizing Focus Group Discussion using 7 experts to scrutinize, refine, and affirm the appropriateness of the drafted model.

Step 4- Assess the educational management model by 5 experts selected by the setup criteria for the assessment of the utility, feasibility, appropriateness, and consistency of the model. The analysis was based on the statistics of mean, and standard deviation.

Phase IV: Implementation and assessment of the Model. The steps are as follows:

Step 1- Apply the educational management model to improve, and enhance educational quality toward excellence of the Chaiyapum Secondary Educational Service Area Office in 2021.

Step 2- Study the results of the application and implementation of the educational management model. The tools used were Manual Use of the original model, implementation guidelines, and follow-up satisfaction assessment. Analysis of data using statistics of frequency distribution, mean, and standard deviation.

Step 3- Improve the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office.

4. Results

The results of the research to develop the educational management model for enhancing educational quality toward excellence of the Secondary Educational Service Area Office were as follows:

I) The components of education to improve the development of the educational management model for enhancing educational quality toward excellence of the Secondary Educational Service Area Office comprised 3 aspects with 3 components as follows: aspect 1: organization management for excellence with one component which is the Area Analysis (A), aspect 2: efficiency of educational management with one component which is educational quality management with the Internal Educational Quality Assurance System (I), and aspect 3: the achievement of educational management with one component which is Masterpiece and Pride (M). The experts' evaluation of the components is at the most appropriate level.

II) The current states, desirable states, and needs for education to develop the educational management model for enhancing educational quality toward excellence of the Secondary Educational Service Area Office found that

the current states in all and each individual aspect were at a moderate level. The desirable states in all and each individual aspect were found at a high level. The needs assessment through $PNI_{modified}$ ranked from highest to lowest: organization management for excellence, the efficiency of educational management, and achievement of educational management, respectively,

III) The educational management model for enhancing educational quality toward excellence of the Office of Secondary Education Area consisted of 1) Principles 2) Purposes 3) Conditions for Success 4) Processes. The Driving Mechanism consists of 1: organizational management for excellence comprised of one component which is Area Analysis (A). 2: efficiency of educational management comprised one component which is the Internal Quality Assurance System (I); 3: achievement of educational management consisted of one component which is the Masterpiece and Pride (M), and 5) Supporting System. The Educational management model is displayed in Figure 1

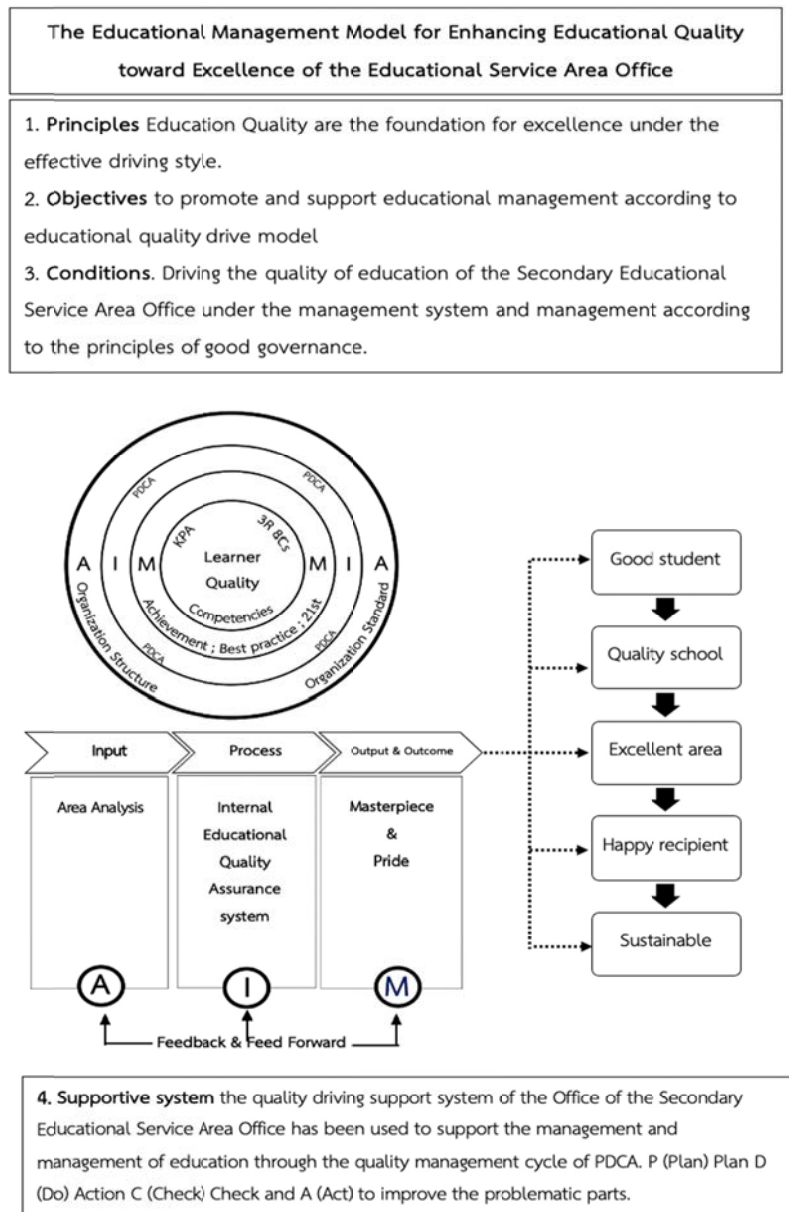


Figure 1. The educational management model for enhancing quality to the excellence of the office of the secondary educational service area

IV) The results of applying/implementing the educational management model for enhancing educational quality toward excellence of the Secondary Educational Service Area Office found that 1) As for the supervision, monitoring, and inspection of educational institutions according to the educational management model for enhancing educational quality toward excellence are of the highest significance. 2) All Educational institutions have implemented quality management to achieve excellence in all areas. 3) Satisfaction assessment of educational institutions according to the educational management model for enhancing educational quality toward excellence was all at the highest level.

5. Conclusion and Discussion

According to the research on educational management to improve the development of the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office, there were some interesting issues that were discussed as follows.

I) The component of educational management to enhance educational quality toward excellence of the Secondary Educational Service Area Office has 3 aspects 3 components which are Aspect I: educational management to enhance educational quality toward excellence consisted of one component which is Area Analysis (A). Aspect II: 2: efficiency of educational management comprised one component which is the Internal Educational Quality Assurance System (I). 3: achievement of educational management consisted of one component which is the Masterpiece and Pride (M). Considering and deliberating all the data and information and from the experts' viewpoint, in particular, quality management requires continuous quality improvement through cooperation from all parties and agencies, focusing on systematic integration of quality development. This is because management to enhance educational quality toward excellence requires a senior management quat perspective to achieve the stretch goals, as well as being able to lead in the direction that reflects its stakeholders' expectations. At the same time, the organization must be able to integrate corporate management into excellence in order to improve its knowledge, ability, and potential in order to be more competent competitive, and supportive, to care for welfare, to develop staff capacity, to focus on good governance, transparency, moral and ethics, and to comply with the Service Area Office vision and mission. The management must be in attunement to local conditions and context to cover all 4 core missions. These use the same database of the previous year to determine the vision and guidelines for organization management in line with current conditions and procedural changes. The information should be used for planning personnel and organizations' development projects. The plan should be used as a management tool. The administrators must be able to look for effective approaches and forms of educational management along with creating and applying innovation, and technology in the management for the quality of the service area. The development must gear toward enhancing and promoting merits and honors for teachers and personnel with a view to having them to be educational professionals to be in response to the needs and progresses as rewards for their life work. They have to develop a system and network, plan and utilize the budget wisely and efficiently, and be responsible for the needs and policies required. The Educational Service Area should show and present the success and achievement to help benefit other agencies and all concerned. The Service Area Office should also encourage and give credit and high recognition to all teachers and educational personnel for quality success and achievement by presenting awards and certificates of recognition. The area administrators must also take into serious consideration and give importance to reports, follow-ups, assessments, and feedback for better and future planning and performance. The finding and in congruence with the research was done by Johnson (1995). The research was conducted in South Africa studying the context and the satisfaction from training and development for management in South Africa, using a survey form for collecting data, analyzing current conditions, and prioritizing needs for creating strategies for management. The research indicated that during the past 15 years, there was obvious movement in the direction of effective quality in public education management in Europe and Australia. The research also suggested the significance of networks and participation for the effective management of schools.

II) Regarding Current states, desired states, and essential needs of educational management in order to develop the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office, in all, they are at a very high level. It was found that the highest is Aspect 2 which is efficient service and education management. The second high is quality management with insurance, and education quality systems followed by Aspect 3 which is efficiency, education management masterpiece (M), and the lowest is Aspect 1 which is Organization for Excellence Component: Area analysis (A). From SWOT analysis, there are two groups of answers: Opportunities external environments, and environments. This may be due to the desirable conditions and needs of education management to develop the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office is necessary for education management to improve the quality of education, which will enable the district

office to manage effectively. As a result, the quality of educational institutions, teachers and educational staff, students, and service providers is satisfied. This is consistent with the synthetic analysis that the need for educational management is needed to develop the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office, which requires many components to be combined as critical drivers for improving the quality of education to excellence. These include 1) input factors, 2) vision, goals, and commitments, 3) strategies, 4) management integration, 5) integrated management, 6) creating an organization for learning, 7) systems management, 8) continuous quality development, 9) decision-making, 10) evaluation tools, 11) technology using, 12) self-assessment, 13) outcomes management, 14) efficiency management, 15) measurement and evaluation, 16) monitoring, 17) reflecting results, 18) report preparation, 19) good governance, 20) conditions to success, 21) supporting systems. It is used in the design and development of educational management components to develop the Educational Management Model to Enhance Educational Quality in accordance with the Office of the Basic Education Commission (2017) such as 1st Standard, Corporate Governance to Excellence, 2nd Standard, Effective Education Management, and Education Management. In accordance with the research of Pengchan (2009) who studied the effective government management of the Office of Educational Service Area. The purposes of the study were to find 1) The effective government management of the educational district office and 2) the effective government management guidelines of the educational district office. Research shows that the effective government management factors of the educational district office include 1) change management, 2) change strategies and 3) annual effectiveness of the government action plan, and 4) Conditions: Change leadership, risk management, service providers and stakeholders' priorities, human resources focus, the efficiency of government operations, academic quality, personnel development, organizational characteristics, change support systems and 13 efficiency indicators. The effective government management of the Office of Educational Service Areas is based on opinions and is also consistent with Johnson. (1995) research from the University of Harvard was conducted to find a successful organization. The study concluded that a successful organization in the 21st century needs 7 management characteristics: 1. A Persistent Sense of Urgency. The key change that makes success must be based on success, customers, employees, and others who need immediate transformation, and must be able to detect and realize the problems, opportunities, and standards by focusing on internal and external communications. 2. Teamwork: The top executives of the school are team-based, and executive selection is made from talented individuals. Top executives are the key leaders in organizational change. 3. Leadership: Leaders who can create, and communicate vision and can communicate the organization's vision and strategy, which will make a change. Therefore, organizations need to build more skilled leaders as well as vision, communication, and empowerment. To successfully develop leadership, organizations must be horizontal in order to achieve less control and a more risk-taking culture. Employees need to be encouraged to work hard. Leadership helps organizations adapt to changing environments and help employees advance through trial and error, thereby requiring mentoring and encouragement to achieve better success. 4. Broad-based Empowerment. Transforming organizations need consideration and thoughtfulness for all employees, requiring bottom-up authorization and accountability. Employees must rely on the horizontal line of command with less bureaucracy, are more willing to take risks, and are given the power to be responsible. 5. Delegated Management for Excellent Short-term Performance (Delegated Management for Excellent Management). Authorized employees will be able to manage their assignments, i.e., they will need sufficient management training and support with an appropriate management system, 6. No unnecessary interdependence internal contact with each other, i.e., internal contact with each other, quick and economical sub-unit due to rapidly changing environments. 7. An Adaptive Corporate Culture creating a dynamic corporate culture will help organizations adapt to changing environments. These guidelines include 1) providing good operational value for all operations of the organization, 2) promoting capable management and leadership, and 3) supporting senior management to work as a team, and 4) reducing the work regulations or using the government system as low as possible.

III) Create and develop the educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office. These include 1) Principles 2) Objectives 3) Conditions to 'success' 4) Driving processes/methods which include: 4.1) aspect I-Organization Management to Excellence component that is Context of Area Analysis (A). aspect II-Efficiency of the educational management component which is Internal Educational Quality Management with Education Assurance System (I) aspect III-The achievement of the educational management component is the Masterpiece and Pride (M), and 5) the supportive system. Since the educational management model to improve the quality of education to excellence has a systematic process that can effectively manage education and effectively affect the educational management system within the school, teachers can provide effective teaching, and good students and service providers are satisfied with the educational management model to improve the quality of education, which is consistent with

the principles of effective systematic education management. Vision, commitment, objectives, and goals are clearly defined, including the use of an Open-systems Framework that considers. Inputs, Transformation Process, and Outputs set an efficient and effective framework for improving the quality of education to excellence. The researchers also synthesized realized and created the following elements: 1) establish vision, goals, and commitments, 2) strategies, 3) integration management, 4) organizational building, 5) systematic management, 6) continuous quality development 7) Use data to make decisions 8) development, 9) development tools, 10) technology, 11) self-evaluation focus on management outcomes, 12) effective management, 13) good governance and best practices in developing the management model of the area office which consist of 1) vision, 2) objectives, 3) corporate values, 4) a corporate culture, 6) expected results, 7) strategies, 8) factors and methodology, which are consistent with the research of Tiansomjai (2013) who studied effective management of the Office of Educational Service. Educational area workers and the effective management style of the Office of Educational Area Office. The research found that there are many management elements. The effectiveness of the Office of the Primary Educational Service Area consists of Leadership, Strategy Planning, Organization of Learning, Culture, Organization, Information Technology, and Support for Participation. The effective management style of the Office of Educational Service Area Office is appropriate and practical and in line with the research of Mukdapirom (2009) who studied the management style of the area and followed the new guidelines for public administration aiming to develop educational area management to be in the line with the new government guidelines. According to the research, educational area management in accordance with the new government guidelines has 8 components: 1) educational area objectives, 2) division of work and specialized expertise, 3) command, 4) authority and responsibilities 5) activities, regulations, consolidation, and decentralization, 6) participation and incentives, 7) coordinated systems, and 8) changed the system and the new educational area management model was found to be appropriate and feasible to implement all components.

IV) The results of applying/implementing the educational management model were found to be 1) national education monitoring and educational monitoring of schools in the area. It is restricted in accordance with the educational management model to improve the quality of education to the excellence of the Office of Secondary Education Area. In all, it is at the highest level. 2) All schools have conducted according to all aspects of the educational management model for the excellence of the Office of Secondary Educational Service Area Office. 3) The results of the satisfactory evaluation of educational management under the educational management model for the excellence of the Office of Secondary Educational Service Area Office. The overall level of service is at the highest level. This may be due to the number of customers in Thailand developing educational management so that schools can manage education well and efficiently through administrative and administrative systems for improving the quality of students. This will lead to the development of educational management to meet the educational goals of the 21st century. To enhance the quality of education in the whole system, it is necessary to develop knowledge and innovation in education that is systematic and continuous to keep up with the economic and social changes to improve the quality of education. This is also in line with the concept of education to improve the quality of education and researchers have generalized that the administration of the Office of Educational Service is a key driver of education management. To improve the quality of education to the excellence and educational management of the educational area provides basic education to support the decentralization of government authority, through researching, defining, developing, and delivery. The development through implementation of the PDCA quality-cycle support system is required and be in tune with policies. It will involve educational institutions and learning centers to ensure the quality and standards of students and the public will receive equal educational opportunities. A leader in effective and effective management of educational district offices must also be a leader, who has fine character in the administration of the Educational Service Area Office which includes vision, knowledge, academic ability, decision-making skills, and change champion, especially in the era of knowledge-based globalization, The steppingstones to organizational development to excellence are integrity, accountability, transparency, and effectiveness and efficiency, human relations and networking accepting the opinions of collaborators and stakeholders recognizing the use and use of technology, management, motivation, management strategies and strategies for developing learners' skills, especially 21st-century skills, as well as public relations, networking, collaboration, and continuous learning. The findings are in accordance with the research of Wetchasit, Sirisuthi, and Agsornsua, (2020) stating that skills for 21st-century learning skills development in schools under the Office of the Education of the Basic Education Commission consisted of the 1st strategy: Speed up the development of life and career skills to keep up with the changes. There were 4 goals, and 11 measures, with 14 successful indicators. The 2nd strategy: Continuous learning skills and innovation development included 3 goals, 10 measures, and 11 successful indicators. The 3rd strategy: Promote, and develop information skills, media, and technology to be up to date including 3 goals, 10 measures, and 10 successful indicators: In accordance with the research of Heyns.

(2001) conducted a study on the quality management system to demonstrate the importance of applying quality management systems to schools of international standards and delivering quality management systems that are relevant to the organization for excellence. The standard components of excellence include: 1) leadership; 2) customer-oriented; 3) marketing plans; 4) information and analysis; 5) management processes and 6) results from operations conducted by the Scottish Educational Review Authority HM Inspectorate of Education has applied Quality Management in Education (QMIE) principles to assess the quality of education as a questionnaire. Six questions for evaluating education quality include: 1) What key outcomes has the web achieved? 2) How well do we meet the needs of our stakeholders? 3) How good is our delivery of education processes? 4) How good is our management? 5) How good is our leadership? and 6) What is our capacity for improvement? The guidelines for the development and management of international standard schools have been applied. The relationship between questions and achievement tools that require quality management systems for corporate excellence to run educational organizations to lead to international standards schools was all verified. According to Peter and Waterman. (2004) commissioned by McKinsey, a US business consultant, and the successful management advisor of American companies, his research was done through meeting with reputable executives who have work experience. After consulting with academics of higher education institutions, it was found the success of operations or successful management depends on at least seven variables related to each of the following the study, the researchers found that successful management would depend on at least seven variables. Kinsey calls these variables. McKinsey 7-S Framework: Structure, Strategy, Staff, Style, System, Skill, and Shared Value. In addition, the research found eight key management excellence elements of American companies that have been successful: 1. A Bias for Action: Organization Agility, Experimentation, and Simplification. 2. Close to the Customer, focusing on service quality, confidence, and listening to customer opinions. 3. Autonomy and Entrepreneurship by distributing the power of the company's operations and encouraging employees to constantly invent new products and services and embrace failures. 4. Productivity through people by honoring and trusting employees. 5. Hands-on and Value Driven, by trying to instill confidence in employees and value them that, together, they are good to drive together to accomplish tasks well. 6. Stick to Knitting because it is believed that unskilled businesses can suffer a lot of failures. 7. Simple Form and Lean Staff is committed to more operational work than Simultaneous Looses. 8. Simultaneous Loose-tight Properties by working hard to gain mutual faith and trust in customer value, quality of service, unceremonious communication, innovative innovations, etc. At the same time, they have also relaxed their staff's freedom to work by complying with the principles.

6. Recommendation

I) Policy recommendations for applying the educational management model for improving the development of educational management to enhance educational quality toward excellence of the Secondary Educational Service Area Office are as follows:

- i. The development of an educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office was built and developed based on analysis results of a particular setting. Another is to introduce an educational management model for improvement. So, the development of an educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office should be in response to the context of each Office of Secondary Educational Service Area in order to improve the quality of education to the excellence of Office of Secondary Educational Service Area.
- ii. The development of an educational management model to enhance educational quality toward excellence of the Secondary Educational Service Area Office Secondary education comprises 1) Principles 2) Objectives 3) Conditions for Success 4) Process/Methods of Driving which include: 1: organization management for excellence with one component which is the Area Analysis (A), and aspect 2: efficiency of educational management with one component which is educational quality management with the Internal Educational Quality Assurance System (I), and aspect 3: the achievement of educational management with one element which is Masterpiece and Pride (M). 5) Supportive System. Therefore, the Office of Educational Service Area should apply the model appropriately responsive to the context of each Office of Education Area.
- iii. The use of the educational management model to improve and enhance the quality excellence of the Secondary Educational Service Area Office must raise awareness of teachers, school administrators, and educational personnel, who are key targets for the improvement of the quality of education to excellence.

II) Recommendations for the next research:

- i. Researchers should study the educational management model to improve the quality of education to the excellence of the Office of the Effective Secondary Education Area and the effect on the quality of the Office of

Educational Service, the quality of educational institutions, and the satisfaction of the recipients.

ii. Researchers should study the effectiveness of the educational management model to improve the quality of the Office of Secondary Education.

iii. Researchers should study strategies for driving education management to develop excellence in line with New Normal and Next Normal

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