# Education Quarterly Reviews

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.

ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide

# The Study of Participatory Management of School Administrators in the Witthayaprakan Campus Schools Under Samutprakan Secondary Educational Service Area

Kitisak Pikunngoen[1], Theerapong Kongnawang[2]

[1,2] Department of Educational Administration, Faculty of Education, Suvarnabhumi Institute of Technology, Thailand

Correspondence: Kitisak Pikunngoen. E-mail: kitisak8423@gmail.com

**Abstract**
The research on the study of participatory management of school administrators in the Witthayaprakan campus schools under the Secondary Educational Service Area Office of Samut Prakan aims to: 1) investigate the level of participatory management of school administrators in the Witthayaprakan campus schools; and 2) compare the level of participatory management among schools of different sizes under the same educational office. The sample consists of 229 teachers.Stratified random sampling, The research instrument is a questionnaire using a 5-point Likert scale, divided into two sections: Part 1 gathers general demographic information about the respondents, and Part 2 assesses the participatory management practices of school administrators in the Witthayaprakan campus schools. The reliability of the instrument was found to be 1.00. Statistical methods used in data analysis include frequency, percentage, mean, standard deviation, and One-Way ANOVA. The research findings are as follows: 1) The overall level of participatory management of school administrators in the Witthayaprakan campus schools is very high across all aspects. When considering specific aspects, the ranking of mean scores from highest to lowest is as follows: participation in benefits, decision-making participation, commitment, autonomy in work, goal and objective setting, and mutual trust. 2)The comparison of participatory management levels based on different school sizes revealed a statistically significant difference at the .05 level.

**Keywords:** Participatory Management, Administrators, Educational Management

## 1. Introduction

In an era where both the global and Thai societies are facing changes in various aspects—economic, social, and political—one thing that cannot be avoided is the rapid advancement of science and technology. These changes directly impact the operations of the government, including management in the education sector, which is a crucial foundation for national development. The government of Thailand recognizes the importance of adapting to global trends and societal changes, thus establishing a governance model of "participatory democracy" that focuses on allowing the public to participate in decision-making and government administration, both politically and administratively. Allowing the public to take part in these processes leads to more transparent government operations and ensures they can effectively respond to social situations.

In the field of education, the National Education Act B.E. 2542 (1999) and its amendments (No. 4) B.E. 2562 (2019) stipulate that the decentralization of education management should promote the participation of educational institutions in administration. The decentralization in various areas, such as academic affairs, human resource management, and general administration, allows school administrators and teachers to make independent decisions and have a role in improving the effectiveness of schools. Participatory management in schools is important for creating a democratic atmosphere within organizations. By offering opportunities for educational personnel to participate in decision-making and in setting the direction of schools, it fosters pride and affection for the organization. Personnel involved in these processes develop a sense of attachment to the organization and are motivated in their work. Decentralization in schools also helps staff to effectively address problems that arise within the school.

Participatory management helps foster good relationships among members of the organization, encourages teamwork, promotes the exchange of ideas, and facilitates joint decision-making. This leads to greater organizational agility and the ability to adapt to changes. Participation in various processes also enhances transparency and shared accountability, which are key factors in developing schools to be efficient and of high quality. Participatory management plays an important role in the development of schools and educational organizations in Thailand. The government's adjustment to allow citizens and educational personnel to participate in decision-making and administration has fostered cooperation and efficient development in all areas.

For the reasons mentioned above, the researcher, as a teacher in schools within the Sakhwittayakhak District under the Samut Prakan Secondary Educational Service Area Office, is interested in studying the participatory management of school administrators in this district to examine the level of management.

## 2. Research Objectives

1. To study the level of participatory management among school administrators in Witthayaprakan campus schools under the Samutprakan Secondary Educational Service Area.
2. To compare the level of participatory management among school administrators in Witthayaprakan campus schools under the Samutprakan Secondary Educational Service Area, categorized by school size.

## 3. Research Hypotheses

In this study, the researcher has established the following research hypotheses:
1. The level of participatory management among school administrators in Witthayaprakan campus schools under the Samutprakan Secondary Educational Service Area is at a high level or above.
2. The level of participatory management among school administrators in Witthayaprakan campus schools under the Samutprakan Secondary Educational Service Area differs significantly when categorized by school size.

## 4. Literature Review

The importance of participation has been emphasized by researchers, academics, and educational organizations as follows:

Nattapon Phanno (2023) stated that participation is a management process in which administrators provide opportunities for employees or stakeholders to take part in expressing opinions, planning operations, setting goals and objectives, as well as participating in decision-making, sharing benefits, and evaluating outcomes. This approach aims to drive the organization efficiently and achieve maximum benefits.

Chanidapha Leekhamngam (2021) explained that participation refers to providing opportunities for individuals to develop their potential by voluntarily engaging in activities related to community development. This involves identifying problems, decision-making, planning activities, implementing plans, and ensuring equitable benefits.

Phenprapa Somphong (2020) defined participation as a connection between personnel and organizations or educational institutions. It involves providing opportunities for individuals or groups to collaborate by sharing opinions, participating in decision-making, problem-solving, and determining work methods. This fosters teamwork, decentralization, job satisfaction, and organizational advancement to achieve goals effectively.

Pajanee Chantee (2018) stated that participation means involving individuals or groups in activities or operations, including sharing knowledge, joint decision-making, and collaboration in planning, resource allocation, coordination, and monitoring. It also includes evaluating the implementation of strategic plans.

Bounyang Vonmanee (2017) described participation as a process where individuals engage in activities through cooperation within an organization. This includes setting missions and goals, sharing ideas, studying problems, planning, executing, and evaluating outcomes.

Vroom and Deci (1970, as cited in Kanchana Iadsuk, 2017) described participation as the extent to which individuals feel involved in decision-making. When individuals experience satisfaction in effective work, they develop a stronger commitment to their tasks and perform well, ultimately contributing to the expansion of organizational goals. This concept emphasizes self-management over organizational control.

In summary, participation involves providing opportunities for all relevant parties to engage in various organizational processes, such as decision-making, planning, implementation, and evaluation. This approach ensures that the organization progresses efficiently and achieves maximum benefits.

### 4.1. Meaning of Participative Management

Nathaphon Phanno (2023) states that participative management refers to a process where managers open opportunities for employees or stakeholders of an organization to take part, express opinions, plan operations, set goals, and objectives. It also includes involvement in benefits, decision-making, and evaluation, to ensure the organization can operate effectively and maximize its benefits.

Watcharakorn Chudklangla (2022) defines participative management as a process where the organization's leadership allows members to participate in sharing their opinions in carrying out activities aimed at achieving set goals. This creates motivation and responsibility for members who have jointly planned, implemented, and evaluated the organization's strategies and policies. It is based on democratic principles, which help reduce internal conflicts and generate shared benefits that achieve the organization's ultimate goals.

The Research Administration Committee, Nakhon Si Thammarat Primary Education Area Office 3 (2021: 14) indicates that participative management is a process where individuals are involved in various aspects of operations, including sharing opinions, decision-making, responsibility, planning, and evaluation, using creativity and expertise to reach objectives or solve problems that may arise in the management process.

Chaiya Hanuphap (2021) emphasizes that participative management refers to the process where involved parties participate in setting goals and making decisions on key issues in organizational management, including joint acknowledgment, planning, implementation, decision-making, control, and evaluation of activities, freely and willingly, to ensure work is carried out effectively.

Porntep Hemranon (2021) explains that participative management is the opportunity for individuals or groups to engage directly or indirectly in the operation. It is essential for schools to encourage feedback and involvement; otherwise, employees may feel disconnected from the organization's activities, making it harder to achieve objectives.

Jittra Kaewma (2020) describes participative management as a process where stakeholders in education management actively engage in thinking, decision-making, planning, and working together, fostering a sense of commitment and agreement on the direction of school management toward achieving its objectives.

Amornphak Pingkamlang (2019) defines participative management as allowing employees or subordinates to engage in planning, decision-making, solving problems, setting objectives, and implementing strategies collectively. This approach involves trust, commitment, shared goals, and freedom to operate in order to achieve organizational efficiency and success.

Niweat Wongchuwanna (2017) defines participative management as a process where managers motivate employees or stakeholders to participate in thinking, decision-making, working, and taking responsibility for improving the quality of their work. This involves the opportunity to engage in work operations both directly and indirectly, with shared decision-making, planning, execution, and evaluation, aiming for organizational success.

Summary: Participative management is the process by which managers use a participatory approach to drive organizational quality in an effective direction for maximum benefit. The seven components include mutual trust, goal-setting, work autonomy, commitment, involvement in benefits, decision-making, and performance evaluation.

*4.2. Importance and Benefits of Participative Management*

Several researchers and scholars have highlighted the importance and benefits of participative management, as follows:

Watcharakorn Chudklangla (2022: 31) states that the significance and benefits of participative management include giving personnel at all levels the opportunity to participate in management by sharing opinions, making decisions, planning, and performing tasks. This ensures the organization operates effectively and achieves shared goals and objectives, thus gaining maximum benefits.

Wannapha Jaeyen (2021: 108) mentions that participative management in educational institutions plays a key role in fostering a democratic atmosphere, allowing education personnel to express their opinions. This helps employees feel proud and motivated, emphasizing the decentralization of authority so that everyone has a say in setting the institution's goals and addressing potential future issues.

Wiboolorn Nilphibul (2020: 29) notes that participative management is crucial for developing organizational quality. The involvement of all parties, motivated by voluntary engagement, creates bonds of commitment, leading to efficient teamwork and improved results.

Chai Anon Kaewngoen (2020: 21) states that the benefits of participative management in educational institutions can be divided into three aspects: Benefits for the Institution: Participative management enhances communication, reduces conflict, lowers costs, increases productivity, and improves the institution's adaptability to change. Benefits for Administrators: It makes it easier for administrators to manage teachers and staff, as decision-making is more effective, backed by input from all parties, and highlights managerial capabilities. Benefits for Teachers and Staff: Participatory management strengthens relationships between teachers, staff, and management. Teachers gain trust, improve professional capabilities, take on more responsibility, and feel more connected to the organization.

Parinwat Thomkajang (2018: 15) explains that participative management generates satisfaction for both employees and superiors by creating diverse perspectives, reducing resistance from subordinates, and allowing employees to utilize their knowledge and skills to achieve shared objectives.

Niweat Wongchuwanna and Intha Sirirun (2017: 186) elaborate on the benefits of participative management, emphasizing that it leads to smoother operations, a sense of belonging to the organization, stronger team planning, and improved organizational performance. When employees participate in decision-making, planning, and evaluation, it increases transparency and accountability, leading to better results.

Participative management is driven by multiple theories, including democratic involvement, motivation, social psychology, leadership, and role structure theories. These theories can be integrated to adapt to the organization's context, enhancing teamwork and shared decision-making across the process, resulting in organizational success.

Likert (1961, cited in Jiraphorn Phetthat, 2015) outlines the core elements of participative management as follows: Managers listen to feedback and suggestions from subordinates freely. Managers motivate employees, fostering morale. Internal communication is smooth and efficient. There is open and wide feedback between managers and subordinates about the organization's goals and operations. Decisions are made collectively across all levels of the organization, with active participation. Work control is decentralized, focusing on problem-solving. Managers prioritize employee development through training to achieve high performance and meet goals.

Summary: The importance and benefits of participative management include fostering teamwork, adaptability, accountability, and effective decision-making, which leads to organizational flexibility and the ability to respond to both internal and external changes effectively.

## 5. Research Methodology

This research aims to study participatory management by school administrators in the Witthayaprakarn School Cluster under the Secondary Educational Service Area Office in Samut Prakan Province. The objectives are to study and compare participatory management categorized by position, school size, and work experience. The research methodology is outlined as follows:

*5.1 Population and Sample*

5.1.1. Population

The population consists of 565 teachers and school administrators under the Secondary Educational Service Area Office in Samut Prakan Province, Witthayaprakarn School Cluster.

5.1.2. Sample

The sample size was determined using the G*Power program (version 3.1.9.2), with a Power Analysis of 0.99, a significance level of 0.01, and a medium effect size of 0.3. The resulting sample size is 229 participants, categorized by school size

*5.2 Research Instruments*

The data collection instrument is a questionnaire developed based on academic documents and previous studies. The questionnaire is divided into two parts:
   o   Part 1: A checklist focusing on the respondents' demographic information.
   o   Part 2: A five-point Likert scale measuring participatory management across seven aspects.

*5.3. Development of Research Instruments*

   1. Review relevant theories, documents, and research on participatory management.
   2. Design a questionnaire divided into two parts:
      o   Part 1: Respondents' demographics, including position, school size, and work experience.
      o   Part 2: Seven aspects of participatory management, including: Trust, Setting goals and objectives, Autonomy in work performance, Commitment, Participation in benefits, Involvement in decision-making, Participation in evaluation
   3. Submit the questionnaire to advisors and experts for content validation (IOC).
   4. Revise the questionnaire based on suggestions.

   5. Conduct a pilot study to test the questionnaire's reliability using Cronbach's Alpha, resulting in a reliability score of 0.98.

*5.4 Data Collection*

   1. Request authorization for data collection from relevant institutions.
   2. Distribute the questionnaire with a request letter to targeted schools.
   3. Collect and follow up on unreturned questionnaires.
   4. Verify the completeness of the returned questionnaires.

*5.5 Data Analysis*

   1. Verify the completeness of all returned questionnaires.
   2. Score the responses according to predetermined criteria.
   3. Analyze the data using statistical software as follows:
             Descriptive analysis: Frequency and percentage of respondents' general information.
             Mean and standard deviation for levels of participatory management.
             One-way ANOVA to compare participatory management by school size, followed by Scheffe's method for pairwise comparison if significant differences are found.

*5.6 Statistical Methods*

   1. Instrument Validation
             Index of Item-Objective Congruence (IOC)
             Cronbach's Alpha Coefficient for reliability
   2. Descriptive Statistics
             Percentage
             Mean
             Standard Deviation
   3. Hypothesis Testing
             One-way ANOVA for comparing participatory management levels.
             Scheffe's method for pairwise comparisons if significant differences exist.

**6.Research Findings**

Table 1: The mean, standard deviation, interpretation, and participatory management by the school administrators of the Sathawittayakhet Wittyaprakarn Network School under the Samut Prakan Secondary Education Service Area Office overall

(n=110)

| | Participatory Management Aspect | Level of Implementation | | Interpretation | Rank |
|---|---|---|---|---|---|
| | | $\bar{x}$ | S.D. | | |
| 1 | Participation in Benefits | 4.69 | 0.37 | Highest | 1 |
| 2 | Participation in Evaluation | 4.68 | 0.41 | Highest | 2 |
| 3 | Participation in Decision-Making | 4.67 | 0.40 | Highest | 3 |
| 4 | Commitment | 4.66 | 0.39 | Highest | 4 |
| 5 | Autonomy in Work Performance | 4.65 | 0.39 | Highest | 5 |
| 6 | Setting Goals and Objectives | 4.64 | 0.40 | Highest | 6 |
| 7 | Trust | 4.63 | 0.38 | Highest | 7 |
| | Overall ($X_{tot}$) | 4.65 | 0.36 | Highest | |

From Table 1, it can be observed that the overall participatory management of school administrators in the Sathawittayakhet Wittyaprakarn Network School under the Samut Prakan Secondary Education Service Area Office is at the highest level ($\bar{x}$ = 4.65, S.D. = 0.36). When considering each aspect individually, the highest ranking in terms of mean score is Participation in Benefits ($\bar{x}$ = 4.69, S.D. = 0.37), followed by Participation in Evaluation ($\bar{x}$ = 4.68, S.D. = 0.41), and Trust ($\bar{x}$ = 4.63, S.D. = 0.38), all of which were rated at the "Most" level.

Table 2: Comparison of Participatory Management of School Administrators in the Sathawittayakarn School Cluster, under the Samut Prakan Secondary Educational Service Area Office, categorized by school size.

| Participatory Management of Administrators | Source of Variance | SS | df | MS | F | p |
|---|---|---|---|---|---|---|
| 1. Trust | Between groups | 6.064 | 2 | 3.032 | 25.404 | .000 |
| | Within groups | 26.972 | 226 | .119 | | |
| | Total | 33.036 | 228 | | | |
| 2. Goal Setting and Objectives | Between groups | 6.974 | 2 | 3.487 | 25.673 | .000 |
| | Within groups | 30.695 | 226 | .136 | | |
| | Total | 37.669 | 228 | | | |
| 3. Autonomy in Work Execution | Between groups | 6.444 | 2 | 3.222 | 24.604 | .000 |
| | Within groups | 29.596 | 226 | .131 | | |
| | Total | 36.040 | 228 | | | |
| 4. Commitment | Between groups | 6.526 | 22 | 3.263 | 25.503 | .000 |
| | Within groups | 28.917 | 226 | .128 | | |
| | Total | 35.440 | 228 | | | |
| 5. Benefit Participation | Between groups | 6.792 | 2 | 3.396 | 29.382 | .000 |
| | Within groups | 26.121 | 226 | .116 | | |
| | Total | 32.913 | 228 | | | |
| 6. Decision-making Participation | Between groups | 7.160 | 2 | 3.580 | 26.977 | .000 |
| | Within groups | 29.991 | 226 | .133 | | |
| | Total | 37.151 | 228 | | | |
| 7. Evaluation Participation | Between groups | 8.170 | 2 | 4.085 | 30.007 | .000 |
| | Within groups | 30.768 | 226 | .136 | | |
| | Total | 38.938 | 228 | | | |
| **Overall** | **Between groups** | **6.818** | **2** | **3.409** | **32.265** | **.000** |
| | **Within groups** | **23.879** | **226** | **.106** | | |
| | **Total** | **30.697** | **228** | | | |

*Significant at the .05 level.

From Table 2, it is found that school administrators and teachers from schools of different sizes have significantly different opinions on the participatory management of school administrators in the Sathawittayakarn School Cluster under the Samut Prakan Secondary Educational Service Area Office, both overall and in specific areas, with statistical significance at the .05 level.

**7. Research Discussion**

The research findings on the opinions of administrators and teachers in the Wityaprakarn School Cluster, under the Samut Prakan Secondary Education Service Area, reveal several key points for discussion:

Participatory Management by School Administrators: The participatory management of school leaders in the Wityaprakarn School Cluster was rated the highest in both overall and individual aspects, based on analysis across seven areas. Every area received the highest ratings, with the most notable participation occurring in benefit sharing, followed by participation in evaluation and mutual trust. This highlights the importance of collaboration in an organization with participatory management. This management style allows all parties in the school to collaborate, whether in planning, expressing opinions, coordinating, or monitoring outcomes. The administrators play a crucial role in demonstrating trust in teachers' and staff's abilities and knowledge, fostering confidence and cooperation. Such collaboration helps teachers and staff become more committed to the organization, especially when teachers are involved in decision-making and evaluating performance, which increases responsibility and cooperation in the school's development. Previous studies, such as those by Phonthep Hemranon (2021), Penpich Phaphongyun (2017), and Sirikaset Petchka (2022), all point out that participatory management positively impacts the development and success of educational institutions by building shared responsibility across all areas, including academic management and evaluation. Moreover, it fosters good relationships between administrators and teachers and propels the institution in a positive direction. The participatory management in the Wityaprakarn School Cluster serves as a successful model for achieving organizational success by having administrators and teachers work together to advance the school in alignment with the needs of society in the 21st century.

Trust: The participatory management of administrators in the Wityaprakarn School Cluster was rated highest in the trust aspect ($\bar{x} = 4.63$, S.D. = 0.36). The analysis of individual components showed that the administrators created an atmosphere of mutual trust among teachers ($\bar{x} = 4.83$, S.D. = 0.43), followed by administrators acting as role models for trust ($\bar{x} = 4.67$, S.D. = 0.56), and creating an environment conducive to recognizing and learning from problems in an open and natural manner ($\bar{x} = 4.57$, S.D. = 0.61). This could be attributed to the administrators' acceptance of the teachers' knowledge and abilities, which builds trust. Additionally, mutual respect within the school fosters a positive working environment, as administrators listen to feedback and trust the completion of tasks, leading to smooth and efficient collaboration. This is consistent with the study by Vibulorn Nilphiboon (2020), which also found that trust in participatory management in schools under the Nonthaburi Primary Education Area 1 was rated highest.

Goal Setting and Objective Management: Overall, participatory management of goal-setting and objectives by administrators in the Wityaprakarn School Cluster received the highest rating ($\bar{x} = 4.64$, S.D. = 0.40). Teachers' understanding of goals and objectives was the highest ($\bar{x} = 4.68$, S.D. = 0.54), followed by administrators' ability to guide teachers in aligning with set plans ($\bar{x} = 4.67$, S.D. = 0.57), and the clear system for monitoring work progress ($\bar{x} = 4.61$, S.D. = 0.59). This could be due to administrators providing clear guidance on goals and objectives, fostering collaboration and communication within the school. This finding aligns with Vibulorn Nilphiboon's study (2020), which found that participatory management also scored highest in goal-setting and objectives for schools under Nonthaburi Primary Education Area

Autonomy in Work: In terms of autonomy, participatory management in the Wityaprakarn School Cluster was rated highest overall ($\bar{x} = 4.65$, S.D. = 0.39). The highest individual aspects were administrators encouraging teachers to be creative ($\bar{x} = 4.69$, S.D. = 0.55), giving teachers freedom to express opinions ($\bar{x} = 4.68$, S.D. = 0.52), and allowing teachers to officially report their work progress ($\bar{x} = 4.61$, S.D. = 0.63). The participatory management style that grants teachers autonomy fosters an atmosphere of trust, encourages creativity, and helps build a sense of ownership, improving motivation and work performance. This finding is consistent with Vibulorn Nilphiboon's study (2020) that found autonomy in participatory management was also rated highest in schools under Nonthaburi Primary Education Area 1.

Commitment: In the area of commitment, the participatory management of the Wityaprakarn School Cluster was rated highest overall ($\bar{x} = 4.66$, S.D. = 0.39). Teachers' commitment to the quality of their work and the institution was the highest ($\bar{x} = 4.69$, S.D. = 0.55), followed by administrators creating a friendly atmosphere ($\bar{x} = 4.68$, S.D. = 0.53), and being a role model for the school's vision ($\bar{x} = 4.60$, S.D. = 0.58). This participatory management style fosters high commitment because it inspires motivation, creates a friendly atmosphere, and provides clear support. Teachers feel more dedicated to their work, which aligns with Vibulorn Nilphiboon's study (2020).

Benefit Participation: Administrators and staff in the Wityaprakarn School Cluster were rated highest in the area of benefit participation ($\bar{x} = 4.69$, S.D. = 0.37). Teachers focused on the benefits of the students and school over their own interests ($\bar{x} = 4.75$, S.D. = 0.51), administrators acted as role models by focusing on the school's benefits ($\bar{x} = 4.72$, S.D. = 0.51), and teachers showed behavior of accepting mistakes and collaborating on solutions ($\bar{x} = 4.66$, S.D. = 0.57). This is due to administrators and staff prioritizing students' benefits and acting as role models, creating shared values within the organization, which aligns with Jittra Kaewma's study (2020).

Decision-Making Participation: Administrators' participatory management in decision-making in the Wityaprakarn School Cluster was rated highest overall ($\bar{x} = 4.67$, S.D. = 0.40). Parents were involved in decisions about evaluation methods and activities ($\bar{x} = 4.69$, S.D. = 0.56), followed by involvement in activities ($\bar{x} = 4.68$, S.D. = 0.55), and teachers' involvement in planning and implementing school projects ($\bar{x} = 4.62$, S.D. = 0.57). This is because parents are involved in decisions about evaluations and activities, while the school committee helps set policies, creating a sense of ownership and responsibility for educational development.

Evaluation Participation: Finally, evaluation participation was rated the highest in the Wityaprakarn School Cluster ($\bar{x} = 4.68$, S.D. = 0.41). Stakeholders participated in evaluating projects after implementation ($\bar{x} = 4.71$, S.D. = 0.53), followed by teachers' involvement in setting evaluation criteria ($\bar{x} = 4.70$, S.D. = 0.52), and the school disseminating evaluation results ($\bar{x} = 4.62$, S.D. = 0.62). This is because stakeholders evaluate projects and activities, while teachers play a key role in guiding evaluation methods, fostering a sense of ownership and responsibility.

Lastly, there were significant statistical differences in the opinions of administrators and teachers in schools of different sizes, with larger schools more likely to implement participatory management due to a larger staff that can collaborate effectively. This fosters team work and the exchange of ideas that better meet the needs of students and the school. Conversely, medium and smaller schools must work closely to overcome staffing limitations and still achieve effective collaboration, contributing to the school's improvement and educational quality.

## 8. Suggestions

From the results of this research, the researcher suggests the following:

### 8.1. Suggestions for Future Research

8.1.1 The research design should be mixed-methods, combining both quantitative and qualitative research to obtain in-depth data through qualitative research.

8.1.2 Future studies should explore the factors influencing participatory management by school administrators in the Sakhwittayakhak District of the Samut Prakan Secondary Educational Service Area Office to determine whether different school contexts have distinct influencing factors.

8.1.3 A study should be conducted on the relationship between the management style of school administrators and participatory management in the Sakhwittayakhak District of the Samut Prakan Secondary Educational Service Area Office to confirm the most suitable management style.

### 8.2. Suggestions for Utilizing the Research Results:

8.2.1 Trust Building: Administrators should foster an environment where the faculty can recognize and address issues in a natural and fair manner.

8.2.2 Goal Setting and Objectives: The institution should establish a clear system for monitoring and following up on plans, making the progress easily observable.

8.2.3 Autonomy in Work: Administrators should allow teachers to report their work progress officially.

8.2.4 Commitment: Administrators should set a good example by demonstrating a positive attitude towards the school's vision.

8.2.5 Participation in Benefits: Teachers should demonstrate behaviors that acknowledge mistakes and suggestions in the school's operations and work together to solve problems in appropriate ways for the benefit of the institution.

8.2.6 Participation in Decision-Making: Teachers should be involved in the initiation, planning, and setting of projects, tasks, and activities for the institution.

8.2.7 Participation in Evaluation: The institution should disseminate information, news, and evaluation results of projects and activities to all personnel, so they can use the information to improve operations in the future.

**Author Contributions:** All authors contributed to this research.

**Funding**: Not applicable.

**Conflict of Interest**: The authors declare no conflict of interest.

**Informed Consent Statement/Ethics Approval**: Not applicable.

**References**

Aram Watthana. (2018). *Educational management models for excellence in schools under the Provincial Administrative Organization.* Doctoral thesis, Nakhon Sawan: Nakhon Sawan Rajabhat University.

Bunya Wongmani. (2017). *Public participation in maintaining Highway No. 8, Khammouane Province, Laos.* Master's thesis, Sakon Nakhon: Sakon Nakhon Rajabhat University.

Butsaba Kenaon. (2022). *The relationship between participatory management and the effectiveness of managing small schools under the Sakon Nakhon Primary Education Area Office 1.* Master's thesis, Sakon Nakhon: Sakon Nakhon Rajabhat University.

Cronbach, L. J. (1990). *Essentials of psychological testing (5th ed.).* New York: Harper Collins Publishers. (pp. 202-204)

Garreth Omorobi. (2020). Participative Management Practices and Institutional Goal Attainment in Nigerian Universities. *American Journal of Social Sciences and Humanities*, Vol. 5, No. 1, 169-177.

Kanyanee Rattanabut. (2021). *The model of quality work management in schools under the jurisdiction of the Primary Education Area Office.* Doctoral thesis, Phitsanulok: Naresuan University.

Ministry of Education. (2009). *Manual for the Operation of Civil Servants.* Bangkok: Agricultural Cooperative Federation of Thailand.

Muna Jalong. (2017). *Educational management according to teacher views in the Taling Chan Network under the jurisdiction of the Yala Primary Education Area Office 2.* Master's thesis, Yala: Yala Rajabhat University.

Naderan, R. (2015). The relationship between participative management and employee motivation. *International Journal of Basic Sciences & Applied Research*, 4(4), 230-234.

Niphatphan Sanitluar, Watcharee Phornsathrpech, and Yada Napaarak. (2018). *Sample size calculation using the G*POWER program. Academic Journal*, Suvarnabhumi Institute of Technology, 5(1), 497-507.

Office of the Basic Education Commission. (2007). *Guidelines for decentralization in education administration and management.* Bangkok: Agricultural Cooperative Federation of Thailand.

Office of the Education Council. (2014). *Guidelines for the development of Thai education to prepare for the 21st century.* Bangkok: Office of the Education Council.

Pedsamphorn Chaisombat. (2020). *Developing a participatory model for managing private primary schools in Laos.* Doctoral thesis, Sakon Nakhon: Sakon Nakhon Rajabhat University.

Phonthape Hemranon. (2021). *Participatory management by school administrators affecting the effectiveness of schools under the Chanthaburi Primary Education Area Office 1 and 2.* Master's thesis, Chanthaburi: Ramphai Phan University.

Phailin Tipkarn. (2015). *The relationship between participatory management and the quality of students in schools under the Chumphon Primary Education Area Office 1.* Master's thesis, Phetchaburi: Phetchaburi Rajabhat University.

Pojanee Chanthee. (2018). *Study of participation in strategic planning by faculty members in the Faculty of Business Administration, Rajamangala University of Technology Thanyaburi.* Research, Business Administration, Pathum Thani: Rajamangala University of Technology Thanyaburi.

Penprapa Somphong. (2020). *Stakeholder participation in educational management in schools under the jurisdiction of the Secondary Education Area Office 22.* Master's thesis, Sakon Nakhon: Sakon Nakhon Rajabhat University.

Prinya Thamkrajang. (2018). *The relationship between participatory management and the effectiveness of Banglamung School under the jurisdiction of the Secondary Education Area Office 18.* Master's thesis, Chonburi: Burapha University.

Ratchanee Phusuwan. (2014). *Participatory management in student activities, a case study at Rajamangala University of Technology Thanyaburi.* Master's thesis, Faculty of Education, Rajamangala University of Technology Thanyaburi.