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# Development Guidelines for Enhancing the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools

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## Abstract

This study aimed to (1) assess the effectiveness of educational management in Sarasas affiliated area 2 schools, (2) examine factors influencing its effectiveness, and (3) propose improvement guidelines. The sample included 180 teachers and administrators, determined using the G\*Power program with a 5% margin of error and a test power of 0.95. Additionally, three school administrators were selected via purposive sampling. Research instruments included questionnaires addressing personal factors, levels of effectiveness in academic, budget, personnel, and general administration, and factors related to administrators, learners, teachers, and school environments. Data were analyzed using descriptive statistics, Pearson's correlation, stepwise multiple regression, and content analysis. Findings revealed that factors influencing educational management effectiveness were at a high level, ranked as follows: school environment, administrators, teachers, and learners. Educational management effectiveness was also high, with academic administration scoring the highest, followed by general, personnel, and budget administration. Improvement guidelines include promoting student-centered learning and 21st-century skills for learners, enhancing professional development and motivation for teachers, fostering visionary leadership and resource management for administrators, and optimizing school environments to support effective learning and mental well-being.

**Keywords:** Development Guidelines, Educational Management Effectiveness, Learning Factors

## 1. Introduction

Education plays a crucial role in enhancing individual potential and fostering national development. However, Thailand faces challenges in economic, technological, and social transformations, necessitating strategic adaptation. This includes increased investment in science, technology, and innovation, alongside workforce upskilling to meet evolving industry demands.

In the 21st century, education is a key driver of sustainable development. School administrators play a vital role in improving education quality by demonstrating visionary leadership and modern management skills. Although fundamental education is critical for national development, existing challenges such as educational inequality, quality discrepancies, and inefficient resource allocation persist. These issues highlight the need for educational reform, teacher training and development, and decentralized school management.

Sarasas Affiliated Schools are private educational institutions offering programs from preschool to higher education, emphasizing continuous educational management improvement. Given this context, the researcher, as a teacher in Sarasas Affiliated Area 2, seeks to explore strategies for enhancing the effectiveness of educational management within these schools. The findings of this study aim to serve as a foundation for developing more efficient and impactful educational management practices within Sarasas Affiliated Schools.

## **2. Research Objectives**

1.2.1 To study the level of educational management effectiveness in Sarasas Affiliated Area 2 schools.

1.2.2 To examine the factors influencing the effectiveness of educational management in Sarasas Affiliated Area 2 schools.

1.2.3 To explore guidelines for improving the effectiveness of educational management in Sarasas Affiliated Area 2 schools.

## **3. Research Hypotheses**

In this study, the researcher formulated the following research hypothesis:

1.3.1 The factors related to the school environment, administrators, learners, and teachers influence the effectiveness of educational management in Sarasas Affiliated Area 2 schools.

## **4. Literature Review**

### *4.1. Definition of Educational Management Effectiveness*

Ratchaphon Chomtraikhup (2020) stated that educational management effectiveness refers to a school's ability to efficiently manage its operations to achieve institutional goals. The most critical aspect is student achievement, ensuring that students meet academic expectations. Additionally, school effectiveness encompasses other objectives such as student well-being, positive attitudes toward the school, parental trust in school quality, and teacher satisfaction and unity in the workplace.

Naowarat Sirithethangkul (2019) defined educational management effectiveness as the capability of school administrators, teachers, and personnel to perform their duties appropriately within their given context and environment to meet institutional goals. Success is reflected in students' high academic achievement, positive attitudes, and strong morale within the school community.

Thikamporn Wannathongsuk (2017) described educational management effectiveness as the degree of success in achieving school objectives, considering both outputs and outcomes. This definition includes the satisfaction of educators and the tangible academic achievements of students.

Phaitoon Prommakul (2017) viewed educational management effectiveness as the ability to accomplish objectives and goals by assessing how well a school provides quality education that aligns with national educational standards and societal needs. It also includes the institution's ability to resolve challenges, adapt to environmental changes, and ensure that students can integrate into society successfully.

Ruangchai Pariban (2017) defined educational management effectiveness as the successful attainment of institutional goals through efficient resource utilization. A school's effectiveness is primarily determined by student achievement and the fulfillment of additional school objectives, such as student well-being, positive school attitudes, parental trust, and teacher satisfaction and cooperation.

Armstrong and Others (1989) defined educational management effectiveness as students achieving academic performance above the standard criteria.

Hoy and Misgel (1991) stated that educational management effectiveness involves producing graduates with high academic achievement, positive attitudes, adaptability to their environment, and an overall capacity to resolve institutional challenges.

Hoy and Ferguson (1985) outlined five key components of educational effectiveness: Student curiosity and self-directed learning. Teacher job satisfaction. Teachers' ability to utilize media, innovation, and technology. Efficient resource allocation. Institutional adaptability to internal and external environmental changes. In Conclusion Educational management effectiveness refers to a school's ability to achieve its objectives efficiently. This encompasses students meeting academic standards, teacher and staff satisfaction, and a well-organized management system capable of solving institutional challenges. Key components include academic administration, financial management, personnel management, and general administration.

## 5. Population and Sample

### 5.1. Population

The population for this study consisted of 337 administrators and teachers from Sarasas Affiliated Area 2 schools.

### 5.2 Sample

The sample size was determined using the G\*Power version 3.1.9.2 program, employing the Correlation Bivariate Normal Model with a power analysis of 0.99, a statistical significance level of 0.01, and a medium effect size of 0.3 (Cohen, 1977, cited in Nipithphon Sanitlua, Watchareephorn Sartphet, and Yada Napa-arak, 2018), resulting in a sample of 180 participants.

## 6. Research Instruments

The primary research instrument was a questionnaire assessing the effectiveness of educational management in Sarasas Affiliated Area 2 schools, divided into three sections:

Section 1: General demographic information (gender, age, education level, position, work experience) in a checklist format.

Section 2: Factors influencing educational management effectiveness, including student-related, teacher-related, administrator-related, and school environment factors, measured using a 5-point Likert Scale:

- 5 = Strongly agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly disagree

Section 3: The effectiveness of educational management in four areas: academic administration, budget administration, personnel administration, and general administration, also measured on a 5-point Likert Scale.

## 7. Development and Validation of Research Instruments

The research instrument development process followed these steps:

1. Reviewing related literature and theoretical frameworks.
2. Creating a questionnaire with two main parts:
  - General demographic information

Factors influencing educational management effectiveness (four areas)

3. Submitting the questionnaire to academic advisors for review and revision.
4. Seeking expert validation from three specialists:
  - Dr. Pawinarat Boonsawat (Director of Sarasas Affiliated Area 2)
  - Ms. Supawinee Laibua (Educational Specialist, Rajamangala University of Technology Thanyaburi)
  - Dr. Sitthiporn Sutphrom (Educational Specialist, Pathum Thani Provincial Education Office)
5. Evaluating content validity using the Index of Item-Objective Congruency (IOC), with scores categorized as:
  - +1 = The item is relevant
  - 0 = Uncertain relevance
  - 1 = The item is not relevant
6. Selecting questions with an IOC value between 0.60 and 1.00.
7. Refining the questionnaire and conducting a pilot study with non-sample teachers.
8. Analyzing reliability using Cronbach's Alpha Coefficient, resulted in a reliability score of 0.97.
9. Distributing the final questionnaire to the sample for data collection.

## 8. Data Collection Process

The researcher followed these steps:

1. Coordinated with the Graduate Office, Faculty of Education and Liberal Arts, Suvarnabhumi Institute of Technology, to obtain permission for data collection.
2. Sent the questionnaire along with an official request letter to administrators and teachers at Sarasas Affiliated Area 2 schools.
3. Followed up on unreturned questionnaires.
4. Reviewed and validated the collected data.
5. Prepared the dataset for analysis.

## 9. Data Analysis

The collected data were analyzed using statistical methods:

1. Verification of completeness of the questionnaires.
2. Scoring and categorization of responses.
3. Computerized data analysis using statistical software:
  - Descriptive statistics: Frequency, Percentage, Mean, and Standard Deviation.
  - Factor Analysis: Interpreting educational management effectiveness factors based on Best & Kahn's (1998) criteria:
    - 4.51 – 5.00 = Highest level
    - 3.51 – 4.50 = High level
    - 2.51 – 3.50 = Moderate level
    - 1.51 – 2.50 = Low level
    - 1.00 – 1.50 = Lowest level
4. Hypothesis Testing:
  - t-test: Comparing mean differences based on organizational factors (school size, student numbers, school type).
  - One-Way ANOVA: Analyzing variations between groups and conducting Least Significant Difference (LSD) pairwise comparisons if significant differences were found.
  - Correlation Analysis (Pearson's Correlation Coefficient): Assessing the relationships between factors (administrators, students, teachers, and school environment) and educational management effectiveness.
  - Stepwise Multiple Regression Analysis: Identifying key influencing factors.

## 10. Statistical Methods Used

The following statistical methods were applied:

- Instrument Validation:
  - Index of Item-Objective Congruency (IOC)
  - Reliability Test (Cronbach's Alpha Coefficient)
- Data Analysis:
  - Descriptive Statistics: Percentage, Mean, Standard Deviation
- Hypothesis Testing:
  - t-test and One-Way ANOVA
  - Correlation Analysis (Pearson's Correlation Coefficient)
  - Stepwise Multiple Regression Analysis

## 11. Data Analysis

Results of Data Analysis on Factors Affecting the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools

Table 1: Mean, Standard Deviation, Interpretation, and Ranking of Factors Affecting Educational Management Effectiveness in Sarasas Affiliated Area 2 Schools (n=180)

Factors Affecting Effectiveness	Educational Management	Performance Level		Interpretation	Rank
		$\bar{x}$	S.D.		
1 Learners		4.26	0.45	High	4
2 Teachers		4.29	0.55	High	3
3 Administrators		4.30	0.57	High	2
4 School Environment		4.32	0.31	High	1
Overall ( $X_{tot}$ )		4.29	0.43	High	

According to Table 1, the overall level of factors affecting the effectiveness of educational management in Sarasas Affiliated Area 2 Schools was high ( $\bar{x}= 4.29$ , S.D. = 0.43).

When analyzing individual factors, ranked from highest to lowest mean score:

1. School Environment was at a high level ( $\bar{x}= 4.32$ , S.D. = 0.31).
2. Administrators were at a high level ( $\bar{x}= 4.30$ , S.D. = 0.57).
3. Teachers were at a high level ( $\bar{x}= 4.29$ , S.D. = 0.55).
4. Learners were at a high level ( $\bar{x}= 4.26$ , S.D. = 0.45).

These findings indicate that all four factors significantly influence educational management effectiveness, with school environment being the most influential, followed by administrators, teachers, and learners, respectively.

Results of the Analysis on the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools.

Table 2: Mean, Standard Deviation, Interpretation, and Level of Educational Management Effectiveness in Sarasas Affiliated Area 2 Schools (n=180)

Effectiveness of Educational Management	Performance Level		Interpretation	Rank
	$\bar{x}$	S.D.		

1	Academic Administration	4.39	0.45	High	1
2	Budget Administration	4.19	0.48	High	4
3	Personnel Administration	4.26	0.38	High	3
4	General Administration	4.36	0.41	High	2
Overall ( $Y_{tot}$ )		4.30	0.40	High	

According to Table 2, the overall effectiveness of educational management in Sarasas Affiliated Area 2 Schools was at a high level ( $\bar{x}$ = 4.30, S.D. = 0.40).

When analyzing individual aspects, ranked from highest to lowest mean score:

1. Academic Administration was at a high level ( $\bar{x}$ = 4.39, S.D. = 0.45).
2. General Administration was at a high level ( $\bar{x}$ = 4.36, S.D. = 0.41).
3. Personnel Administration was at a high level ( $\bar{x}$ = 4.26, S.D. = 0.38).
4. Budget Administration was at a high level ( $\bar{x}$ = 4.19, S.D. = 0.48).

These results indicate that academic administration had the highest level of effectiveness, followed by general administration, personnel administration, and budget administration, respectively.

Analysis of Factors Affecting the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools.

Table 3: Correlation Coefficients Between the Four Factors and the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools

Variables	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>1tot</sub>	Y <sub>tot</sub>
X <sub>1</sub>	1					
X <sub>2</sub>	.764**	1				
X <sub>3</sub>	.790**	.884**	1			
X <sub>4</sub>	.668**	.783**	.730**	1		
X <sub>tot</sub>	.885**	.951**	.949**	.846**	1	
Y <sub>tot</sub>	.846**	.853**	.856**	.735**	.910**	1

(Significance level at 0.01)

According to Table 3, the intercorrelations among the four factors—Learners (X1), Teachers (X2), Administrators (X3), and School Environment (X4)—ranged from 0.668 to 0.884, showing a statistically significant positive correlation at the 0.01 level. The strongest correlation was found between Teachers (X2) and Administrators (X3), while the weakest correlation was between Learners (X1) and School Environment (X4).

When considering the correlation coefficients between the four factors and educational management effectiveness (Y<sub>tot</sub>), the coefficients ranged from 0.735 to 0.910, all of which were statistically significant at the 0.01 level. Among these factors, Administrators (X3) had the highest correlation with educational management effectiveness, while School Environment (X4) had the lowest correlation with educational management effectiveness.

These findings suggest that administrative leadership plays the most critical role in enhancing the effectiveness of educational management, whereas school environment has the least direct impact compared to the other factors.

Results of the Analysis on Development Guidelines for Enhancing the Effectiveness of Educational Management in Sarasas Affiliated Area 2 Schools Based on the synthesis of interviews with three experts, the researcher employed content analysis techniques to organize and interpret the data. The findings were systematically processed and summarized as follows.

#### 1. Learner-Centered Factors

- Focus on student-centered learning processes.
- Equip students with essential 21st-century skills.
- Implement appropriate student assessments.
- Continuously monitor and follow up on student learning outcomes.

#### 2. Teacher-Related Factors

- Encourage continuous professional development in teaching knowledge and skills.
- Clearly define teachers' roles and responsibilities.
- Provide support and motivation for teachers.
- Foster teachers' understanding of student psychology and learning needs.
- Establish a high-quality system for monitoring and evaluating teaching performance.

#### 3. Administrator Factors

- Promote visionary leadership among administrators.
- Administrators serve as positive role models.
- Continuously develop staff competencies.
- Efficiently plan and manage resources.
- Support ongoing personnel development.

#### 4. School Environment Factors

- Develop a conducive learning environment within the school.
- Efficiently manage and allocate resources.
- Support learning opportunities beyond the classroom.
- Create a positive atmosphere that enhances mental health and learning.

These development guidelines aim to improve the effectiveness of educational management by addressing key factors related to learners, teachers, administrators, and the school environment, ensuring holistic and sustainable progress in Sarasas Affiliated Area 2 Schools.

## 12. Discussion of Research Findings

The findings from the opinions of administrators and teachers in Sarasas Affiliated Area 2 schools highlight key aspects that contribute to the effectiveness of educational management. The discussion is summarized as follows:

**Learner-Related Factors** Learner-related factors significantly impact the effectiveness of educational management at the 0.01 significance level, aligning with the study by Notkorn Panpumphon (2018). The study emphasized that student quality is the most crucial factor in school development. Since students are the primary focus of education, those with strong learning skills and positive behaviors tend to excel academically and in life skills. This contributes to closing educational gaps and fostering excellence in learning. Moreover, teacher development is also essential, as skilled educators provide effective support for students. A well-managed school environment with strong administrative support ensures a conducive learning atmosphere, facilitating access to necessary resources and improving the overall quality of education. These findings highlight that students are the most



critical factor in achieving educational success, with additional support from teachers, administrators, and school infrastructure playing vital roles.

**Teacher-Related Factors** Teacher-related factors also significantly impact educational effectiveness at the 0.01 significance level, supporting the findings of Supatra Khantong (2019). The study revealed that teachers' skills and knowledge play a major role in enhancing the quality of education. Teachers with expertise in their subjects and effective teaching strategies can improve student comprehension, critical thinking, and problem-solving skills. Additionally, the use of technology in teaching enhances engagement and provides diverse learning experiences. The results indicate that teachers are a key determinant of student success. When educators possess strong instructional skills, positive attitudes, and an ability to create an engaging learning environment, they significantly contribute to the overall effectiveness of educational management.

**Administrator-Related Factors** Administrator-related factors significantly affect the effectiveness of educational management at the 0.01 significance level, aligning with the study by Phanaporn Rattanaprasob (2017). The study found that effective school leadership strongly influences institutional success. Administrators who demonstrate strong leadership, strategic planning, and resource management enhance school efficiency. Effective leadership involves clear operational planning, efficient resource allocation, collaboration among staff, and continuous monitoring of school performance. Additionally, visionary leadership is crucial for long-term educational development, inspiring teachers and students while identifying growth opportunities. Schools with competent administrators can foster a supportive learning environment, encourage professional growth, and continuously improve education quality, driving educational success.

**School Environment Factors** School environment factors also significantly impact educational effectiveness at the 0.01 significance level, supporting the findings of Orauma Maiyavong (2021). The study found that school environment plays a critical role in enhancing education in small schools. Key environmental factors include: Availability of resources, such as classrooms, teaching materials, and learning facilities. A positive social atmosphere, fostering collaboration among teachers, students, and parents. Safety and cleanliness, ensuring a conducive learning space.

Creating a well-structured learning environment both inside and outside the classroom enhances student engagement and learning outcomes. Providing sufficient technological and educational tools, maintaining a safe school environment, and fostering community involvement contribute to improving the overall effectiveness of educational management.

**Conclusion** The study confirms that learners, teachers, administrators, and the school environment all significantly contribute to educational effectiveness. Among these, administrative leadership and student development play the most crucial roles. Schools aiming to enhance educational effectiveness should focus on:

- Empowering students with essential skills while ensuring a supportive learning environment.
- Investing in teacher training and motivation to enhance instructional quality.
- Developing strong leadership among school administrators.
- Optimizing school infrastructure and resources to support student learning.

By addressing these key areas, schools can achieve sustainable improvements in educational management and student success.

### **13. Recommendations**

#### **Recommendations Based on Research Findings**

##### **1. Learner-Related Factors**

The research findings indicate that learner-related factors significantly impact the effectiveness of educational management. Therefore, it is recommended to:

- Promote learning activities that align with individual differences, such as ability-based grouping or personalized instruction, to fully develop students' skills and potential.
- Encourage schools to organize activities that enhance practical skills and career readiness, such as real-world training and life skills development programs.
- Establish a guidance and counseling system to provide academic and career advice tailored to students' interests and abilities.

## 2. Teacher-Related Factors

The findings suggest that teachers play a critical role in educational effectiveness. To enhance their impact, the following actions are recommended:

- Conduct continuous training and professional development programs to equip teachers with modern teaching strategies aligned with 21st-century learning.
- Implement monitoring and evaluation systems to assess teaching effectiveness and provide constructive feedback for improvement.
- Foster collaborative learning among teachers, such as experience-sharing sessions or participation in Professional Learning Communities (PLC) to enhance professional growth.

## 3. Administrator-Related Factors

The study shows that school administrators significantly influence educational management effectiveness. To optimize their role, it is recommended to:

- Define clear school goals and vision that align with educational policies and community needs.
- Develop leadership and management skills among administrators, ensuring transparency, fairness, and efficiency in school operations.
- Strengthen collaboration between schools, communities, and external organizations to increase resources and opportunities for improving teaching and learning.

## 4. School Environment Factors

Since the school environment directly impacts educational effectiveness, the following recommendations are made:

- Ensure a safe and conducive learning environment, both physically (e.g., classrooms, libraries, and facilities) and atmospherically (e.g., cleanliness, tranquility, and a supportive atmosphere).
- Integrate modern technology into teaching and learning, including online learning platforms and digital educational tools.
- Foster community partnerships to support integrated learning and organize extracurricular activities such as industry visits and community engagement programs to enhance experiential learning.

## Recommendations for Future Research

1. Investigating Learning Factors in the Digital Age
  - Given the increasing reliance on technology and online platforms in education, future studies should explore factors influencing the effectiveness of digital learning.
  - Key areas of interest include the use of digital devices in classrooms, the availability of quality online learning resources, and the role of technology in enhancing critical thinking and problem-solving skills.
2. Exploring the Relationship Between School Management and Student Learning Outcomes
  - Future research should examine the correlation between school administration strategies and student academic performance.
  - This includes analyzing how school leadership practices—such as vision-setting and organizational development—impact teaching effectiveness and student learning outcomes.

- The findings can provide insights into developing school leaders who can drive educational improvement effectively.

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