



DEVELOPING THE SCHOOL ADMINISTRATOR QUALITY EVALUATION MODEL (SAQEM) UNDER THE OFFICE OF THE BASIC EDUCATION COMMISSION (OBEC)

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Abstract:

This paper is reported to develop of the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission for assessing the quality of the school educators who are the school directors with the SAQEM model through the texts, documents, reports, research articles, professional expert interviews, and surveying the school administrators for confirming the suitability and feasibility with using the MACR: Multiple-Attribute Consensus Reaching technique for debate meeting to trial in schools for evaluating the SAQEM model was administered. The findings of this research study have found that: the format of the SAQEM model consisted of four stages, such as; planning the preparing evaluation, proceeding evaluation, evaluating result reported summary, and reflection of the evaluating results stages that composed of four components and 55 indicators. The SAQEM included of the principals and rationales, the evaluating targets, and the using guidelines to application were suitability and possibility were evidence of high level, adeptly. The external evaluation for school administrators whose past for the third evaluation of their qualities indicated that of excellence level was evaluated. In the other hand, the school administrators whose non past in the third evaluation revealed that of the specialized quality were compared, respectively. The SAQEA model was validated and discriminated to fidelity classification of the qualities of the school administrators who were evaluated in their schools at the third external evaluation and external evaluation through three rounds differentiated, clearly. The evaluating results of the SAQEM model that it was also

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useful of the appropriability to the possibility toward the accuracy evidence of the excellence level, interestingly.

Keywords: development, school administrator, quality, evaluation, model, multiple-attribute consensus reaching technique

1. Introduction

Generally, administrators, unlike teachers, work a twelve-month year and are fairly busy most of that time. Whether running a small, private day-care center or an overcrowded public high school, an administrator's tasks are many and various, ranging from curriculum development to student discipline. The most familiar school administrator is the principal. Assisting the principal are vice-principals, whose duties tend to be more specialized and who have more responsibility for the day-to-day operation of the school. In a central administration office, other specialists work with some or all the schools in a given district, overseeing particular programs, such as the evaluation of student academic achievement. Any one of these administrators may be responsible for infrastructure maintenance, the hiring and training of teachers, and student affairs (The Princeton Review, 2016).

A school administrator can hold a couple of different positions within a school. A school administrator is a term used to describe leaders in a school, such as a principal, vice principal or other school leaders in an official capacity. A school administrator is a leader, one who can delegate as needed, but keeps things organized and calm in the case of emergency. The administrator needs to be a boss, disciplinarian, organizer, and leader. A school administrator needs to be a leader, organized, and committed to the job. A school administrator may be responsible for setting a curriculum, organizing professional development, creating master schedules, observing and mentoring staff, as well as completing office or clerical tasks as needed. In addition to the tests needed to earn an administering certificate, the educational council also require the passing of an administration was passing evaluated assessment at the level in which you hope to lead. Normally, in Thailand, school administrator will honor the educational leadership: administration and supervision was passing evaluated assessment. However, some whom may have their own required was passing evaluated assessment (University of Southern California, 2016).

A School administrators who a leadership is influencing the individual in terms of providing guidance in the implementation. Since the information on conflict resolution, motivation of colleagues and co-workers developed. Mutual respect is always important to coordinate the activities of the group, so as to prepare them for school administrators for planning to practice. The mission supports the guidelines and

procedures for administrative decentralization and education. In line with the education reform, the development of school administrators throughout the need to evaluate the quality of administrations to ensure the well-rounded understanding of the roles of educational leadership to motivate and propel the quality of work to ensure implementation of the reform of learning in schools.

Focused on the condition of education in Thailand at the currently, it has found the most effective evaluation of the external standard. In some schools, and some do not pass the second round of evaluation. The results of the 10 executive standard executive leadership and the ability to manage both the results of the evaluation showed that most of the fair. Suggestions that the four indicators that provide executives with a moral commitment and dedication to work with initiative and vision, the ability of academic administration, and academic leadership, management must also create knowledge are evaluated. A leader is a person who has the personality and the ability to demonstrate competence and intelligence that can bring to the organization of school education, standardized and effective (Ministry of Education, 2009) in accordance with the results of the year 2005, when school administrators found that school administrators also a lack of understanding of education reform, and their role of their quality of the basic school level of three thousand basic educational schools throughout in Thailand (The Office for National Education Standards and Quality Assessment: ONESQA, 2009) found that schools that do not meet up to 65% of the problem is that several important factors to the shortage of teachers in both quantity and quality management processes (Jongsathit and Pinmani, 2000).

The results of problem analysis that was the reasons, education in Thailand must be reformed by the Commission Administrative Reform Education of the Ministry of Education. There were two major issues; including the issue of management and quality of education problem, Cheingkul (2004) the first problem is that the administration showed a lack of unified management, and lack of an effective system of quality assurance. The second problem related issue is the quality of education that the achievement of students. The basic education is low and there is no difference between large schools with smaller schools, significantly. The new school administrators who used to part from a teacher, his deputy in the first full year after the last job as director of the rules and procedures for the selection of teachers and education personnel were not experienced. The recruitment and appointment to the position of school director are not provided. It may lack the skills and experience in management. The problems of education mentioned as above shows why a key part of school administrators are solving-problem in their schools, none successfully in particularly, the quality of management educational administrations. Because administrators liken driven education in the new era, that it is deemphasized on education reform and the transformation of technology and knowledge were poorly. Living room quality

learning based on the quality management components in the currently that it is conducting an assessment of school administrators several features such as external quality assessment of the professional experts to evaluate the administrators that included of the evaluating performance of The Office of Teacher Civic Service and Educational Personnel Commission (OTEPC). The rate for a slider and accreditation of teachers, and the evaluating the performance of civil servants salary promotion of the Basic Education Commission were not standardized evaluation. However, the assessment mentioned as above are also not covered elements quality indicators administrators complete. Therefore, in this study, the aims of this research study were to develop the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission for assessing the quality of school administrators to create new guidelines to assess the quality of school administrators to cover elements and indicators to use more widely. It is also of significant importance to the success and progress of the sustainable school. This will result in effective school administrators who should have the effectiveness and enhance the management of the school administrators' quality in the future.

2. Methodology

Guided by a synthesis of human resource theory as well as school administrators' effectiveness and school improvement research and policy, this study aimed to better understand school administrators' responses to an externally imposed of their quality measurement with the evaluation model and the extent that this measure influenced the school administrators' leadership work in school improvement of their quality to their evaluation are provided.

2.1 Research Aims

1. To investigate and analyze the composition of indicators to assess the quality of the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission.
2. To establish and develop a SAQEM model for assessing the quality of the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission.
3. To determine the effect of trial quality assessment of the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission.
4. To assess guidelines ways of the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission.

2.2 Research Limitations and Data Sources

This research team conducted using the methodology of research and development (Research and Development: R & D) has determined the scope of the research is followed as:

2.2.1 Phase 1: Investigations and Analyzes of the SAQEM

To investigate and analyze of the indicators to assess the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission that it is followed as:

A. Scope of Data Resource

The scopes of data resources consisted of the documents theory and related research, qualified, divided into three groups: the administration of the Ministry of Education, management of the Primary Educational Service Area Offices and educational administrators whereas the Award-Winning Royal Academy.

B. Content Limitation

The contents consisted of the theoretical concepts and content of the documents and related research that according to the framing ideas on how to assess the quality of school administrators.

C. Variable Limitation

The research variables included of the perceptions of the professional education experts and school administrators on ways to assess the indicators of the quality of school administrators.

2.2.2 Phases 2: To Create and Develop the SAQEM Model for Assessing the Quality of School Administrators

A. Scope of Data Resource

Using the data was qualified at the meeting, discussions with Multi-Attribute Consensus Reaching (MACR) technique divided into three groups that composed of 3 professional evaluating experts, 3 professional administrations and school administrators, and 3 profession experts who were the instructors on the educational administration in the higher education level, its total of 9 experts were selected.

B. Content Limitation

The components of the SAQEM model to assess the quality of school administrators consisted of five parts, such as; the principle and rational, evaluating target, evaluating goals, evaluation criteria, the adoption of the guidelines to determine the appropriateness and feasibility of the quality of the school administrators to trial in a real situation, continually.

C. Variable Limitation

The responses of professional experts' perceptions on the form of the quality of school administrators under the OBEC was evaluated to their suitability and feasibility indicators, confirmatively.

2.2.3 Phase 3: To Examine the Results of the SAQEM under the OBEC

A. Scope of Data Resource

The volunteer sampling amounted into two groups: the first group; the recipient of six evaluators that composed of three school administrators from six schools whose they were divided in two schooling subgroups whereas the assessing past and non-past at the third round were evaluated, and the 13-broad of evaluators estimated of a Vice Sakon Nakorn Primary Educational Service Area Office 2, six volunteer school administrators, and six volunteer teachers.

B. Content Limitation

Investigating accuracy with the discriminate validity) of the SAQEM model to evaluate the quality of school administrators under the OBEC.

C. Variable Limitation

The independent variables included of the quality of the school administrators. The dependent variables included of the mean average of school administrators' perceptions of their responses including the assessment of their qualities were assessed.

2.2.4 Phase 4: Evaluating Results the SAQEM Model under the OBEC

A. Scope of Data Resource

The volunteer sampling amounted into two groups: the first group; the recipient of six evaluators that composed of three school administrators from six schools whose they were divided in two schooling subgroups whereas the assessing past and non-past at the third round were evaluated, and the 13-broad of evaluators estimated of a Vice Sakon Nakorn Primary Educational Service Area Office 2, six volunteer school administrators, and six volunteer teachers.

B. Content Limitation

The type of the evaluating model obtained of helpfulness, appropriability, possibility, and accuracy of the SAQEM model to evaluate the quality of school administrators under the OBEC that what were indicated that of this model was evidently level.

C. Variable Limitation

To evaluate the quality of school administrators with the scopes of their helpfulness, appropriability, possibility, and accuracy of the SAQEM model to evaluate the quality of school administrators under the OBEC that what were indicated that of the level model.

2.3 Research Procedures

This research study carried out using the process, methodology with the *Research and Development (R & D)*, which conducted the research methods are detailed below.

2.3.1 Phase 1: Investigations and Analyzes of the SAQEM

Administering this action research to get the components, the indicators, evaluating school administrator qualities was managed. The draft would be formed to evaluate the quality of school administrators. The researcher team was investigated theory papers and related research, interviews with experts, and surveying administrators about the quality of school administrators. The SAQEM model involved of the administrators components and indicators to assess the quality of them.

A. Research Instruments

Research instruments of this phase consisted of the *Structured Interviews* into two aspects: *Open-ended Questionnaire* and *Closed-Ended Questions*.

B. Data Collection

School administrations' responses with the recording document analysis, the experts were interviewed, with experts, and the perceptions of the school administrators whereas the Award-Winning Royal Academy in academic year 2012-2013.

C. Data Analysis

Using the content analysis technique was presented the results of analyzing descriptive data.

2.3.2 Phases 2: To Create and Develop the SAQEM Model for Assessing the Quality of School Administrators

Using the data was qualified at the meeting, discussions with Multi-Attribute Consensus Reaching (MACR) technique divided into three groups that composed of 3 professional evaluating experts, 3 professional administrations and school administrators, and 3 profession experts who were the instructors on the educational administration in the higher education level, its total of 9 experts were selected.

A. Research Instruments

Using the *Proper Assessment* and the *Feasibility Evaluation* to be guided the guide school administrators with at the meeting, discussions with the *Multi-Attribute Consensus Reaching (MACR)* technique to find consensus was administered.

B. Research Collection Data

A recording tape was recorded of the conference discussions and the recording documents with the MACR were used for assessing the suitability and feasibility of a guide to evaluate the quality of the school administrators was used.

C. Data Analysis

Statistically significant of this data analysis consisted of the content analysis, medium, and inter-quartile range were analyzed.

2.3.3. Phase 3: To Examine the Results of the SAQEM under the OBEC

Trial operation of the SAQEM model to evaluate the quality of school administrators under the OBEC was designed on 14-16 March 2016 to examine the validity classification (Discriminate Validity) the quality of school administrators when applied in real life situations.

A. Research Instrument

Using the *Quality Assessment Questionnaire* (QAQ) to evaluate the school administrators under the OBEC was administered.

B. Data Collection

The *Quality Assessment Questionnaire* (QAQ) to evaluate the school administrators under the OBEC was administered with the five rating scale.

C. Data Analysis

The averages mean score of the analysis results to evaluate the school administrators under the OBEC. The experimental SAQEM model used to trial the quality of school administrators was evaluated.

2.3.4 Phase 4: Evaluating Results the SAQEM Model under the OBEC

To take the SAQEM model was evaluated that it was developed, completely to administer the quality of school administrators under the OBEC to try to truth. The research team was conducted to SAQEM model toward their quality that considering the evaluation model. It was also suggestions that the helpfulness, appropriability, possibility, and accuracy were indicated that by the board of evaluators who were involved in a trial scheme to evaluate the quality of school administrators, then the results were analyzed further.

A. Research Instrument

Using the *Quality Assessment Questionnaire* (QAQ) to evaluate the school administrators under the OBEC was administered with the five rating scale that the (QAQ) was used.

B. Data Analysis

Using the QAQ was used to be carried out by taking the mean average and standard deviation to analyze the QAQ, responsibly.

3 Results

The format the quality of school administrators under the OBEC consists of four stages: planning the assessment, the assessment, the reported for evaluating summary, and

reflection, which with four elements and 55 indicators to assess the quality of the school administrators were including in four administering attainments to their 23 indicators of their emotional intelligence consists of 15 indicators, with the 11-leadership indicators, and moral, ethics, and morality aspects consists of six indicators.

The evaluation model to develop the school administrators' qualities for evaluating the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission (OBEC) was administered that it consisted the component rationale, the goal of the assessment, the evaluation focused evaluation criteria was an absolute criteria according to be fixing a percentage to evidence of the guide contains descriptions and application quality. The assessors who evaluated of the research instruments used to evaluate with the collected data to analysis, data analysis, the evaluation summary report were helpfulness, appropriability, possibility, and accuracy indicated that the excellence level, evidently.

Focused on the results of the evaluation model that school administrators "through" external evaluation of the third surrounding evaluation that it has indicated that consisted of three quality levels with a higher level of the school administrators' qualities were evaluated. The school administrators "through" external evaluation round three qualities in specialized that can distinguish the quality of the school administrators of the external evaluation the third round and did not pass of their evaluation to the third external evaluation clearly.

In terms of the developing the school administrator quality evaluation model (SAQEM) under the Office of Basic Education Commission, this results revealed the evaluation model to assess the quality of school administrators under the OBEC responded of their helpfulness, appropriability, possibility, and accuracy qualities at the excellence level, responsibility.

4. Conclusions

The analysis of the developing the school administrator quality evaluation model (SAQEM) for assessing the school administrators under the Office of Basic Education Commission (OBEC) was indicated that this research procedure of the concepts from documents and related research on the theory of financial management. The concepts of school administrators were administered of the background of their leadership characteristics to their performance standards and professional ethics. The evaluation model was developed individual component indicators and qualitative evaluation criteria, according to as well as interviews with professional experts who responded of their perceptions and revealing results showed that the quality factors in evaluating the quality of their administrations consist of four components and 55 indicators classified as a component of knowledge management toward four implementations qualities that

contain of 23 indicator components. Focused on the emotional intelligence of 15 indicators to their leadership component indicates of the 11 indicators toward their moral and ethics of six indicators.

The creating and developing the evaluation model for assessing the school administrator quality under the Office of Basic Education Commission consists of four stages: planning the assessment, the assessment, the reporting evaluation summary, and the reflection and evaluation components includes of the principles and the quality of the assessment was to evaluate the individual developing the abilities to perform the duties of school administrators. The target of evaluation model was used to assess the knowledge, skills and attributes that can be developed as a backward of the school administrators. The relating aims contain of each component of four components and 55 quality indicators as their components of their administering knowledge management of 23 indicators, their EQ consists of 15 indicators, the indicates of 11 components of their leadership 11 indicator elements, the moral and ethical has six indicators. The evaluation criteria for assessing the quality of school administrators were defined a set of evaluation criteria and thresholds. The adopting guidelines contains of the description and quality of the assessors. The research instruments were used to evaluate the components, such as; description and quality level, assessing source, assessing instrument, data collecting method, data analysis, and conclusion and assessing reported result.

The results of the evaluation model were used to assess the quality of school administrators under the OBEC have found that the guidelines of the evaluating quality of the school administrators indicated that the fidelity consider, the quality of the school administrators at the school "through" external evaluation in the third round with an average mean score of highest level, and revealed it as higher than the school administrators whose results as non-past with an external evaluation of the third round all on the third evaluation, such as; The four scales of their knowledge management of a well-rounded education for four components of emotional intelligence and leadership components.

The results of the evaluation model and manual model quality management of the school administrators under the OBEC were developed. The respondents assessed the valuation model was formed to evaluate the quality of the school administrators were also helpfulness, appropriability, possibility, and accuracy indicated that the excellence level, evidently.

5. Discussions

To investigate and analysis of the indicators to assess the quality of school administrators under the OBEC, the results of this research study were to assess the

quality of school administrators under the OBEC evaluated of 55 indicators in four components. The components and indicators in order to assess the quality of the management institution are important to be able to indicate the amount of the quality of the evaluation's aims that it's quite precise, according to (Jongsathit and Pinmani, 2000; Buason, 1997; Dolprasit, 2006; and Nevo, 1983) has been reported on the good indicator was to indicate or reflect something quite precise and concrete. The researcher team was conducted the selecting components and indicators at the best performance to be carried out using various methods, including assembly. The education theory related documents, interviews and qualified, the surveying administrators who respondents about the quality of school administrators indicated that of the highest level. In order to consider the components and indicators, which appropriate and possible, and the need to assess the quality of school administrators were assessed. The components and indicators that have been considered by the selection of the process through in the third of the research were conducted for selecting evaluation with the components and indicators, carefully. The interviews of experts' perceptions to ask to their administering management, the school was awarded the royal nationwide in order to verify the suitability and feasibility, and the need of the components and indicators in evaluating the quality of the school administrators under the OBEC are provided.

In terms of the development of quality school administrators, the development of a valuation model to assess the quality of school administrators under the OBEC that according to the research phase were assessed the quality management process consists of four stages: planning, preparation, assessment, and the evaluation summary reporting evaluation and reflection by the researchers who conducted an investigation to analyze and synthesize documents and related research. Using the queries interviews with the professional experts and luminaries to expertise in the field of educational administration and school administrators were used. Respondent comments from school administrators that were formed to evaluate the quality of school administrators under the OBEC were indicated that the components include the principles of assessment and evaluation with the goal of the assessment and evaluation focused on the basis of assessment and the adoption. Ingredients of the components are critical to the quality assessment scheme administrators for the quality of school administrators with clearly and comprehensive management. This model evaluates the characteristics of school administrators to their information and thus to evaluate the features and performance that reflects the quality of the individual corresponding to the role and functions. The position is to judge the value of such a person who should have the consistent with the concept (Buason, 1997) that said individual assessment on the process those organizations to use a personal checking who has the potential and ability to sacrifice individual dedicated to the organization (Cheingkul, 2006; Nevo, 1983). Personnel evaluation would be especially useful for administrators to decide to use

them. Assignment and evaluation that match of their knowledge, including the ability to oversee and develop the personnel to be able to perform better than the reward to the person who has the great incentive to worker satisfaction and commitment to their works were developed. The evaluation has seen and knows that in order to improve the quality and ability to bring the rate to be used to develop and improve themselves and the educator in the organization more efficiently (Kanjawasi, 2008; Wongwanit and Setthapanit, 2001) a series of recommendations that individual assessment should evaluate the work assigned to such an assessment - teacher. The role of the classroom, so if it should be evaluated to assess their performance in the classroom that constitutes a direct role of school administrators who are the most of the educational work of school administrators to assess and evaluate the management of their schools at a performance of school administrators are classified.

The results of the trial the evaluation model was used an experimental model' statuses to evaluate the quality of school administrators are provided. The researchers evaluated the results of the evaluation with the process that it according to the weight of the composition. The average mean score was not significantly different between the averages among school administrators, the school "past" external evaluation in the third evaluating round into the administrators who have the high quality indicated that on average mean scoring assessment of the quality of educational primary school that the school administrators were past at the high quality level. The school administrators who were evaluated indicated that "pass" assessment of the external evaluation has three school administrators were compared in the field of knowledge management on four administering scales, such as; emotional intelligence of their leadership and moral aspects to their ethics toward their morality scores all their components are in very high level. In the other hand, school administrators who "do not pass" around the third external evaluation is to assess the quality of education in the field of their emotional intelligence and their leadership to their moral aspects and their ethics toward their morality scores education attainments on four administering scales was good level.

In conclusion, the results of the evaluation of the quality of school administrators who are considering the quality of the components used to evaluate school administrators with the evaluation model has found that the component of education attainments on four administering scales who have the qualities on emotional intelligence of their leadership and moral aspects to their ethics toward their morality for the school administrators, the school "pass" external evaluation at the third assessing of their qualities indicated that at higher than school administrators who "fail" assessment of external third round in a very good level. But the moral and ethic to demonstrate the moral quality and ethics was a very great extent in two groups, comparing differently.

Focused on the results of the evaluation model to evaluate the quality of the school administrators under the OBEC to assess their qualities with the 13 experts' perceptions of the evaluation committee found respondents opine about the evaluation model to evaluate the quality of school administrators were developed the evaluation model to assess the quality of the standards committee developing standards for evaluating literature (Kanjawasi, 2008) by a group including four standard benefit. The proper standard is very high level to all on the standard possibilities and the accuracy was high level too. The overall on the evaluation was that the four components, it has found that the evaluating qualities were as the high level and shown that the evaluation committee has a joint that forms on the quality school administrators were possibility, appropriate, and accurate were provided as the high level. It may be the result of this researcher team conducted so that all parties have an understanding of the principles and details must be clear and consistent understanding about the evaluation model at this time. An evaluation model for promotion to encourage and develop the quality of school administrators with the school environments in the quality of their schools was developed. This is the school climates of goodwill and assessment to promote the encouragement of the evaluation to school administrators and teachers in the school. This is consistent with Phusi-On (2004) reported that the evaluation model assesses the quality of it. The evaluation focused on the creation of quality, not just for the all parties have made to relieve concerns and a great school climate with the evaluation. There was a friendly school administering environments in the high quality of school administrators. As to the direction that contributes to the development and quality is important of the evaluation model to all parties involved in the co-judicially reviewed and indicated that the comments and feedback for evaluating the quality of school administrators under the Office of the Basic Education Commission are developed, increasingly.

6 Suggestions

1. School administrators should have knowledge components and indicators that evaluation of the quality to their management on schooling administrations, carefully to guide the development of education and develop into the professional school administrators and affect according to the educational reform in the 21st century truly.
2. School administrator should be received the Award of Excellence in the magazine category of the National Council Association's 2012. This issue of School Administrator mostly focused on the role of courage in school system leadership by sharing self-reflections by 10 superintendents, the Award of Excellence is considered the composition and quality indicators of education

quality are four elements to the property to be used for the selection of those to be appointed as administrators.

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