



IC-03

School Administrative Management for the Royal awards at a Primary Level: A Grounded Theory Research

Phramaha Rotthasri Inthisit (Thikhpanyo)¹, Watana Suwannatrai², and Tawatchai Pailai³

¹Educational Administration Student Faculty of Education Sakon Nakhon Rajabhat University,
Sakon Nakhon, Thailand

²Assistant Professor, Master of Education Program and Doctor of Education Program in Educational Services,
Sakon Nakhon Rajabhat University, Sakon Nakhon, Thailand

³Associate Professor, Master of Education Program and Doctor of Education Program in Educational Services,
Sakon Nakhon Rajabhat University
Email: Rodsri106@gmail.com

Abstract

This research aimed to propose theoretical conclusions utilizing a grounded theory methodology on the school administrative management at a primary level within the context of the Royal Award School (RAS). The study objective was to generate a substantive grounded theory that encompassed the characteristics, antecedent conditions, and consequences emerging from the school administrative management in the RAS. Data collection tools included document analysis, observation records, in-depth interviews, and group discussion records with the main informants who were involved in the RAS educational management. The data was collected by the researcher through a process of direct data collection and analyzed through data translation and interpretation. The researcher also employed theoretical sensitivity to construct a coherent conceptual framework that accurately captured the underlying phenomena. The ATLAS.ti23 software was used to systematize the collected data. The findings were as follows: 1. The characteristics of the management of awarding institutions, adopting NAKAE: PIE model and integrated strategic management process model, adopting five management leadership models, adopting PDCA quality cycle, operating in the whole process, applying five management concepts, applying five theories and implementing five strategies. The birth conditions of the awarding institution included: 1) following five indicators; 2) excellent practice SMART mode; 3) quality culture; 5q; 4) Participation and responsibilities of all departments; 5) Excellence-oriented work has commitment, dedication, dedication and sincere will. As a scholarship institution, the consequences have inspired and inspired the personnel and educators of educational institutions. The personnel outside educational institutions are satisfied with the achievements, acquire knowledge and manage the scholarships of educational institutions.

1. Introduction

Constitution of the Kingdom of Thailand Section 54 of the B.E. 2560 recognizes the importance of providing education for Thai children and youth to develop physically, mentally, disciplined, emotionally, socially, and intellectually in accordance with their age. Provide interstate cooperation. Local government organizations and the private sector in the management of such education are of high quality and meet international standards in the implementation and monitoring of the National Education Plan. All education must aim to develop learners into good people. Disciplined, proud of the nation, able to master according to one's aptitude, and responsible for family. Community, Society, and the Nation (Government Gazette, 2017) In order to manage educational institutions effectively according to the set goals, there is a pattern. concept Diverse contemporary school management theories (Thanyamai Philosophiwuttirat, 2020) that can be applied in educational management include good governance, result-based management (RBM), participative management, school-based management, sufficiency economy philosophy, etc. In addition, digital leadership of school administrators is an important factor for administrators to be able to plan education to achieve the goals set by educational institutions, which will lead to operational efficiency as well as progress and achieve the ultimate objectives of educational institutions (Santi Pinrat, 2023). Theory as practice will achieve lasting results. As a result, it is possible to maintain the status of a systematically managed primary school. In addition, it can motivate educational personnel and communities to participate in management, so it has been assessed through quality standards and has been selected as an educational institution with outstanding performance



in both quality and quality of education management standards, and has been honored as an honorable mention school to honor all stakeholders (Sompol Charoenkham, 2020). The Royal Award Academy Project under King Rama IX has a broad vision. Recognizing the importance of promoting national education Therefore, His Majesty the King has given the award to encourage students with good behavior. Good academic performance as well as school administrators who provide education to excellent standards. Later, he received mercy from His Royal Highness Princess Maha Chakri Sirindhorn. HRH Princess Maha Chakri Sirindhorn the Ministry of Education has been implementing and developing it continuously (Office of the Basic Education Commission, 2019), and primary and secondary education institutions that provide education according to the current National Education Plan, both public and private. They can manage education to meet standards and quality in the following aspects: student quality, curriculum and academic administration, education administration and management, and learner-centered learning management. In terms of the merits of educational institutions and must provide education according to the curriculum at the level submitted for assessment every year at that level for at least 1 year in accordance with the spirit of selecting schools for the Royal Award. Elementary three times in a row. Same type and same school size Within the academic years 2003, 2007, and 2011, the school received the Golden Plaque of the King's Small Primary School from the Office of the Basic Education Commission, Ministry of Education, according to the regulations and announcements of the Ministry of Education on the award given to students. Students and Schools B.E. 2547 (Ministry of Education, 2004). Teachers' student School Board rulers the community and all stakeholders who have worked together to continuously improve the school's educational management with determination Dedication, sacrifice, and earnestness enabled the educational institution to manage education with quality standards, receiving the Golden Plaque of the Royal Award, which is considered the highest award of great value and honor for the educational institution (Ruethaisap Dokkham, 2017). From this phenomenon, it is desirable to conduct research to create a body of knowledge with qualitative research methodology according to the guidelines of the grounded theory research method, which is a research methodology that creates a theory or concept from qualitative data that corresponds to the empirical results of the educational institution and then generates a theoretical conclusion explaining the essence of the phenomenon and confirming the findings by checking its reliability before further use. (Surasak Wongsa, 2020)

As a result of this phenomenon, the researcher is interested in studying the management of royal award schools. Elementary school, the nature of school management What is the compliance with the criteria for evaluating the Royal Award Primary School and its consequences and transcribing it into a body of knowledge to be developed into a foundation theory for the benefit of school management to have a quality standard that will have a positive impact on the development of the nation's society in the future.

2. Purposes

In this research, the researcher determined that the purpose of the research was to propose theoretical conclusions from the study of the phenomenon of management at the Royal Award Primary School. On the issue of the nature of school management. Conditions of birth for the King's Award Primary School and the consequences arising from the management of the Royal Award Primary School The work is evident, and the researcher therefore set the following questions for the study:

1. What is the nature of the management of the Royal Award Primary School from the perspective of the person involved in the phenomenon?
2. What are the conditions for the birth of the Royal Award Academy?
3. What are the consequences of the management of the Royal Award Primary School?

3. Research Methodology

Conduct qualitative research according to the basic theoretical research model that uses constructivist interpretation methods and combines the concepts of the interpretation process to create understanding. study context and a paradigm based on fundamentalism to explain this wonderful phenomenon, analyze, draw conclusions, and hypothesize. Validity checks Along with checking the completeness and quality of the data through verification processes, 1) Data triangulation 2) Mythological Triangulation 3) Member Check, and finally, the theory is based on research methods that emphasize the creation of new theories through inductive analysis. of information gathered from participants more than from the theoretical framework based on the fundamental theoretical construction process (Tweed and Charmaz, 2012) with the following steps: 1. Analyze using theoretical concepts and create an analytical framework. 1) Triangular data analysis 2) Data verification using more than one data collection method



3) Confirmation by the key informant and verification of the data by the audit members Records and indexes the analyzed data. Then draw temporary conclusions and eliminate irrelevant information. Build a conclusion. Prove your conclusions by interpreting the data. Generate concepts based on sensitivity theory and use computer programs to organize information. Then write a link to the point. 2. Use the computer program ATLAT.ti23 to help organize data and write relevant diagrams. Dissemination of research results in academic journals and participation in research presentations at international academic conferences.

4. Results

The results are as follows:

1. Regarding the characteristics of the school administrative management at a primary level of Royal Award School that have achieved its objectives, there were five elements. The schools have applied a strategic management model according to the strategic management process. Moreover, they also planned for the strategies, implemented this strategic planning into use, and evaluated the strategic plans by defining the strategies in many areas such as student development, lecturers, and educational personnel. Additionally, there was a learning promoting that lied under the Sufficiency Economy Philosophy, the management system development which was based on Good Governance principles, and the community participation in the school management. Besides, it also relied on the participation and responsibility of the relevant parties such as directors, teachers, students, and networking partners consisting of parents, a community, educational committees, an agency, and a local authority.

2. Regarding the compliance with assessment criteria of Royal Award School, there were guidelines which can be applied to achieve the criteria in five ways as follows: 1) complying with the Royal Award School assessment criteria in terms of a student quality, a curriculum administration and an academic work, a school administrative management, a learner-center learning approach, and the outstanding aspect of school; 2) applying the SMART: Model that have a quality management, an achievement orientation, a reflection, and a teamwork; 3) emphasizing on 5Q quality culture which were a school quality, an administrator quality, the lecturer quality, the student quality, and parents quality; 4) relying on the participation and responsibility of all relevant sectors such as the personnel within the schools, the personnel outside the schools, and networking partners; and 5) Working characteristics that must aim for its excellence which means commitment, dedication, sacrifice, and sincerity.

3. Consequences arising from being a Royal Award School in a primary school level happen to all relevant sectors including the personnel within schools, the personnel outside schools, and networking partners. This helped creating morale and encouragement for the personnel and educational personnel in schools. Moreover, people outside the schools should also satisfy with the achievements that had been made. Additionally, the networking parties were engaged in collaboration between agencies in both administrator and subordinate levels. The most important thing was that there was a body of knowledge which could be beneficial to the nation.

5. Discussion

The results of the study of social phenomena in community and school contexts were beliefs, thoughts, behaviors, attitudes, and social feelings in community and school contexts. as well as the beliefs, thoughts, behaviors, attitudes, views, and values of individuals related to such phenomena. The theoretical conclusions drawn from the theoretical construction of the information (Charmaz, 2014) yielded new knowledge about the management of the Royally Awarded School. It is proposed theoretically that " School Administrative Management for the Royal Awards AT a primary level" can be discussed as follows:

1.School Award Administration Characteristics at the Elementary Level. It has been found that there are three components of school award management at the elementary level: (1) the strategic management process model, which includes the five basic values of NAKAE: Nice, Ability, Knowledge, Appreciate, and Excellence. These are the fundamental values used in the operation of the process, and the PIE: model, which combines two models to form the NAKAE: PIE model. The PIE process includes (1) Planning, which involves analyzing the organizational environment (SWOT), setting vision, mission, goals, objectives, strategies, plans, and projects; (2) Implementation, which involves carrying out the strategic plan or using technical methods and tools, such as management skills, human relations skills, total quality management, and leadership characteristics; and (3) Evaluation, which involves monitoring and evaluating performance and using the PDCA cycle, which consists of Plan, Do, Check, and Act. This may be because strategic analysis is carried out to understand the organization's environment both internally and externally. In line with the findings of Mahakosin Tinnyano, he concluded that strategic analysis is an important initial



process of strategic management in developing strategies suitable for the organization. Those involved in strategy formulation must understand the relationships and trends of the external environment of the organization as well as the general environment (Mahakosin Tinnyano 2021). In line with Nattaporn Lamaiyakhae and Tatha Sripatta, the study of the strategic management process of school administrators under the Phichit Secondary Education Area Office as a whole has been carried out at a high level. When considering each step, it was found that there was a high level of practice at every stage. In order of average, i.e., the stage of determining the strategy, the stage of implementation of the strategy, the strategy assessment and control stage, and the environmental analysis stage (Natthaporn Lamaikhae and Tatta Sripatta, 2022). Component 2: Strategic Planning: Implementation of Strategic Plans in the Management of Royally Awarded Educational Institutions Theories and principles of school administration consisted of: 1) strategic management 2) Good governance 3) Results-Based Management (RBM) 4) Participatory Management 5) School-Based Management (SBM) and 6) Sufficiency Economy in Schools. This may be because school management requires the participation of all personnel according to the roles and duties of each department. This is in line with the research of Niwet Wongsuwan and Intha Siriwan, who concluded that participatory management refers to management using incentives for all persons, practitioners, or related parties. Have the opportunity to participate in thinking, making decisions, collaborating, and taking responsibility for the development of the work performed to the highest quality, which is an opportunity for individuals or groups of people to be involved in the performance of work, whether directly or indirectly. In the manner of awareness, co-thinking, co-doing, and decision-making, as well as evaluating all parties to realize their duties and responsibilities together, which will lead to the organization's goals (Nivet Wongsuwan and Intha Siriwan, 2017), and in line with Attapol Panouam et al., they concluded that 1) the overall participatory management of educational institutions is at a descending level, i.e., participation in operations, participation in decision-making, participation in participatory benefits, and participation in the evaluation of participation in planning (Atapol Panouam et al., 2022). And in line with Orawan Pomdam, he concluded that the organization of learning activities that integrate the philosophy of sufficiency economy is a learning activity that takes into account the principle of moderation. Being reasonable, having good immunity to be ready for various changes by using morality to apply knowledge in preparing for teaching, organizing learning activities, and having a process of measuring and evaluating results to aim for learners to learn, understand, absorb, practice, and value self-sufficiency (Orawan Pomdam, 2018). and Component 3: Assessment of strategic plans by formulating strategies in terms of student development. Administration Strategies for Schools and Communities consist of 1) curriculum development strategies and learning processes to facilitate the development of competencies and key skills of learners in the 21st century; 2) strategies to develop learners to have morality, ethics, and desirable attributes; 3) strategies to develop teachers and educational personnel to be professionals; 4) strategies to promote learning according to the philosophy of sufficiency economy; and 5) strategies to develop management systems based on good governance and community participation in education management. This may be because, in determining the operational strategy of the school, it must cover all relevant sectors in order to be successful. In line with Bensirya Kejudomsap et al. (2022), In conclusion, there are 8 strategies used in the development, namely: 1) to increase the efficiency of planning, to develop teachers to have competencies, 2) to develop the environment and information systems to facilitate competency development, 3) to develop systems and mechanisms, to supervise, monitor and evaluate competency development plans, 4) to increase the competencies of teachers in academic leadership, 5) to support budgetary factors, personnel, materials, and learning resources in the implementation of competency development of teachers, 6) to increase operational efficiency in developing competencies in the line of work,

7) to promote the use of technology and innovation in student development, and 8) to strengthen and enhance the network of cooperation in Develop teachers to be competent (Bensirya Kejudomsap et al., 2022).

2.Compliance with the criteria for assessment of the Royal Award Primary School A study to build a foundation theory with the conditions of the birth of a royal award school for elementary school To become a Royal Award School, there are five approaches: 1) Comply with the assessment criteria, which are standard quality indicators in five related aspects: (1) student quality; (2) curriculum and academic administration; (3) education administration and management; (4) student-centered learning management; and (5) school excellence (Office of the Basic Education Commission, 2019). Best Practices SMART: Model is S: Strategy M: Management Quality Management A: Achievement R: Reflection T: Teamwork 3) Quality culture 5Qs is Q1: Quality of Schools Q2: Quality of Directors Q3: Quality of Teachers Q4: Quality of Students Q5: Quality of Parents 4) Relying on the participation and responsibility of stakeholders, consisting of (1) personnel within the school, (2) personnel outside the school, (3) network partners, and 5) performance characteristics aimed at excellence, including (1) commitment,



(2) dedication, (3) selflessness, and (4) earnestness. This may be because, in order for the educational management to meet the quality standards through the assessment criteria for the Royal Award, the assessment criteria must be followed by the Royal Award institutions and must also have good practices. Focus on quality-oriented work. And must have a good corporate culture in line with Siriwan Temsuwan. And Daruwan Thawinkarn concluded that the quality culture of the Royal Award Secondary School in Khon Kaen province as a whole is averaged at the "extreme" level and the average of the 7 elements, namely, leadership, quality, etc. Teamwork Customer Focus Teacher Professional Development Strategic Quality Management Personnel engagement and continuous improvement the schools that won the Royal Award had a pattern. A quality-oriented approach from one generation to another has created a quality culture in which personnel value quality work. Use teamwork processes to develop professional knowledge at all times. Operate with structured processes through strategic quality management. In addition, it takes into account the benefits of service recipients in order to achieve the results of education management in accordance with the goals of the core curriculum of basic education, including learners with desirable attributes. Able to live in a strong society and be able to compete with other countries (Siriwan Temsuwan and Daruwan Thawinkarn, 2017).

3. The consequences arising from being a Royal Award Primary School from the use of educational management characteristics and compliance with the evaluation criteria of the Royal Award Primary School have been followed. This resulted in consequences for all relevant sectors, namely personnel within the educational institutions. The overall outcome of each department will consist of 1) Generating morale and encouragement for school personnel to strive to maintain quality. Standards of achievement, honor, and awards invite honor to remain continuous. 2) Outside the school, students are satisfied because they have the opportunity to participate in thinking, doing, and taking responsibility for management. 3) Network partners integrate collaboration between departments, both at the executive and subordinate levels. More importantly, useful knowledge is gained through collaboration. This may be because the consequences are the result of the collaboration of personnel inside and outside the school, as well as the integration with the school's network partners. In line with Kajonsak Keawnoi (2021), he concluded that the management of small educational institutions receiving the Royal Award is a way for personnel to cooperate in their work and lead to success in raising the quality of educational institutions. Able to adjust the behavior of personnel to suit the changing situation, conditions, or environment by using systematic and appropriate management processes. To get the job done and everyone is satisfied with the performance (Kajonsak Keawnoi, 2021). And the fact that the school has good projects and activities to practice together has resulted in good results for all parties as well. In line with Niwut Meehan's conclusion, the school's outstanding projects or activities are in line with the school's vision, mission, and quality development goals. Participatory and systematic management is carried out. All stakeholders work willingly and adhere to the goal of achieving the work together and the outstanding performance that benefits the development of students, covering the entire school, as well as being recognized by all stakeholders. community and are publicized. Publicize the work widely. This merit is often an ongoing and recognized project of the student. This directly benefits students, providing all-around student development and role models for other schools (Niwut Meehan, 2016).

Developing the school administrative management innovations towards an Excellence

In order to create a new body of knowledge in school administrative management, theoretical proposals were brought to further develop to become "Innovative School Administrative Management for Excellence RTS: Model". All elements and theoretical conclusions were analyzed into Innovative School Administrative Management in Primary Level which the components are as follows:

1. SSAS: Model Management Style Characteristics (Deming, W. Edwards. 1986)

1. Strategic Management Process Model - A proactive management that created readiness for schools to achieve their goals and visions. By doing that, the executives, teachers, and relevant personnel have determined the necessary guidelines and directions for analyzing and evaluating various factors which affected both inside and outside the schools. These group of relevant people needed to understand the nature of the school and then determined the operational directions, created consistency in operations to be ready for changes, appropriately allocated resources, able to develop potentiality, competency, and enhanced competitiveness which led to increasing the chances to successfully achieve the school objectives. Anan Ngan Sa-Ard (2016), an executive, was able to apply the strategic management principles in the educational quality development plans of school, and it helped the directions of school management, schools' goals, resource mobilization, and the cooperation with networking agencies to be more successful.



2. Strategic Management Process – This process was done by determining directions of operations which it needed to have an analysis and evaluation of the factors affecting an internal and external environment. By doing this process, it was done in order to additionally determine the methods that have been specified, or it can be called “Strategy”. Furthermore, this also included the activity arrangement and a number of project plans which correspond to each strategy. These processes could be used as guidelines for schools to be able to achieve the vision, mission, and goals that have already been set. In strategic management, there were four basic elements that must be performed, including 1) Strategic Analysis, 2) Strategic Planning, 3) Strategic Implementation, and 4) Strategic control and evaluation. For all these activities in this process, there are connections among them.

3. Action Strategy – In order to successfully manage the Royal Award School in the primary level, it required several operational strategies which consisted of five strategies. Firstly, the schools must comply with the evaluation criteria of the Royal Award Schools in terms of the student quality, curriculum administration and academic work, Administration, and educational management, Learner—centered Learning Management, and the outstanding aspect of school. Secondly, the schools must apply the best practice which is called SMART: Model, A quality management, Achievement orientation, Reflection, and teamwork. Thirdly, the schools must emphasize on the working process with a quality culture 5Q. Fourthly, the schools needed to use the participation and responsibility of all relevant sectors such as the personnel within the schools, the personnel outside the schools, and networking parties. Lastly, the schools must create the characteristics of working that focused on an excellence for personnel which are commitment, dedication, sacrifice, and sincerity.

4. Stakeholders – In order to consistently achieve the standard and quality of school administrative management, it requires the participation and responsibility of administrators, teachers, students, school committees, parents, communities, and all relevant sectors to conjointly develop the school education to be effective and efficient.

2.SSPE: Model Management for Excellence

1.The best practice of schools (SMART: Model) consisted of 1) S: Strategy – it refers to applying the strategy in the management, 2) M: Management – it refers to a quality management, 3) A: Achievement – it refers to an achievement-orientation, 4) R: Reflection – it means reflection, and 5) T: Teamwork – it refers to working as a team. These are the guidelines for working to achieve excellent results.

2. School Quality Culture 5Q consisted of 1) Q1: Quality of Schools, 2) Q2: Quality of Directors, 3) Q3: Quality of Teachers, 4) Q4: Quality of Students, and 5) Q5: Quality of Parents. When all sectors have quality, it could enable the school administrative management to achieve its objectives both at the high-level policy and at the school level.

3.Participation and responsibility of all sectors consisted of 1) Personnel within the schools and these relevant personnel included administrators, teachers, and students, 2) Personnel outside the schools and these relevant personnel included the school committees, parents, community leaders, and people in the community, 3) Networking parties and these relevant people included a local authority, a chain of command, provincial and other departments.

4. An Excellence-oriented features consisted of 1) Commitment, 2) dedication, 3) sacrifice, and 4) an earnestness in every process of all operations.

3.MSF: Model School Administrative Management Goals

1. Morale to Personnel within the schools – it includes administrators, teachers, students, and relevant educational personnel. This is to inspire to all personnel to be more enthusiasm for their works.

2. Satisfied to Personnel outside the school – it includes school committees, parents, community leaders, and people in the community who have roles and responsibilities resulting from the successes from being a Royal Award School. This will receive support and cooperation from all sectors in the school management.

3.Functional integration to Networking parties – it includes 1) local-level department, a chain of command department, provincial-level department, and 4) other departments. Under this circumstance, there will be a good relationship between the personnel in each department which will drive the work well.

4.PDCA: Cycle Quality Cycle (Deming, W. E., 1986).

P (Plan) is the planning stage to select problems, set goals, solve problems, and plan to solve problems.

C (Check) is the verification process and comparing results.

D (Do) is the procedures to solve problems according to the set guidelines.

A (Action) is the standardization and improvement.

5. RTS: Model = Three core values

R = Rejoice in all-around management

The administrators must apply their science and arts in managing schools by implementing the principles of management theory and leadership to successfully manage people and work. Moreover, they need to rejoice in achievements in all aspects in both within and outside the schools, *“If a man is happy, his job also succeeded”*.

T = Total quality management

The administrators should emphasize on the quality of process in every project and activities related to school administrative management, and create the quality standards for all relevant departments, namely administrators, teachers, students, parents, and schools.

S = Satisfaction in all Sectors

It is the most important goal of school that must define their visions and missions clearly to create satisfaction for stakeholders, consisting of 1) the personnel within the schools, 2) the personnel outside the schools, and 3) networking parties.

School Administrative Management Innovation for Excellence RTS: Model

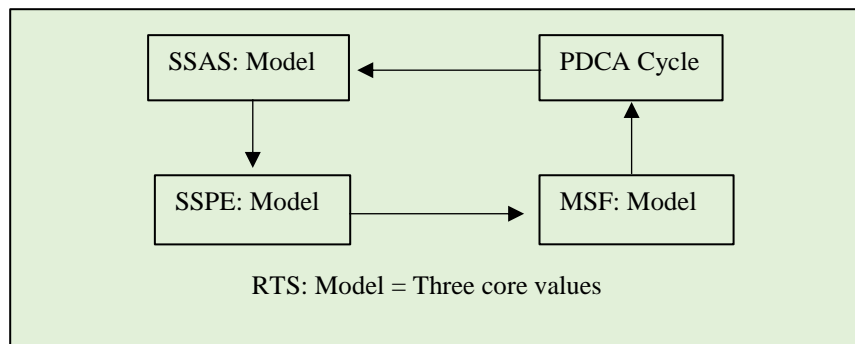


Illustration 1 School Administrative Management Innovation for Excellence RTS: Model

6. Conclusions

The School Administrative Management for the Royal Award School at the Primary school level: A grounded theory research is the study of phenomenon of educational institutions that have successfully managed and continuously received awards three times for 10 years. The administrators and personnel had jointly operated by integrating principles, concepts, school management theories, and leadership in many patterns. The results of this study have shown that there were several components of success factors which could be summarized as theoretical recommendations. The results show that there were three components of the school administrative management for the Royal Award School at the Primary school level. Firstly, the characteristics of the school administrative management for the Royal Award School at the Primary school level consisted of 1) Strategic Management Process Model) NAKAE: PIE Model, 2) Characteristics of the management of educational institutes conferring royal awards, and 3) Administration Strategies for Schools and Communities. Secondly, the antecedent conditions for being one of the Royal Award Schools in the primary level consisted of five components which are 1) Standard quality indicators in five areas, 2) Best Practice SMART: Model, 3) Quality culture 5Q, 4) Participation and responsibility of stakeholders, and 5) Excellence-oriented features. Lastly, consequences of being one of the Royal Award School consisted of three parts. These three parts include creating morale with the personnel within the schools, being satisfied by the personnel outside the schools, and working collaboratively with networking parties.

The theoretical conclusions were brought to analyze to be “the School Administrative Management Innovations for Excellence – RTS: Model”. There were three core values which are 1) R = Rejoice in all-around management, 2) T = Total quality management, and 3) S = Satisfaction in all Sectors which have several components that are 1) SSAS: Model – Management characteristics, 2) SSPE: Model – Management for Excellence, 3) MSF: Model – the school administrative management goals, and 4) PDCA: Cycle – Quality cycle.



7. Recommendations

From the research results, it shows that there are three recommendations that the research results can be worthwhile as follows:

1. Recommendations for those who would like to apply the research results

For the School Administrative Management characteristics of Royal Award Schools, it is a management principle that must be integrated with other management principles in order to be successful. Moreover, it requires the cooperation from all relevant departments. Besides, the compliance with the evaluation criteria of Royal Award Schools has clear indicators. For those schools or other departments wishing to participate in the Royal Award School, they can adapt these results to suit to their own schools or department in terms of the body of knowledge in school administrative management which is considered to be crucial findings. Additionally, educational and social development departments should be able to further study and expand the results to be widely disseminated for an academic prosperity and national social development.

2. Recommendations for improvement

The most important successful factor for the implementation of an educational management to develop the school's standard quality comes from thinking together, planning together, doing together, sharing responsibility of all relevant departments. Therefore, communicating to ensure a clear understanding with those relevant departments is strongly essential. Administrators and their team should strongly emphasize on this issue to achieve their management. Additionally, all relevant departments must regularly communicate, interact, and participate in school activities. By doing these activities, it will result in a good interaction with each other and share the generosity that will lead to successful team working. Regarding the academic skills development, it requires to focus on developing the life skills for students, for they can apply the skills in everyday life. Moreover, students need to practice and experience by doing their real works to create a body of knowledge, skills, and actual abilities. Apart from that, this result can also be used as a valuable learning resource. Besides, for these research results, it can also be used to apply in the school administrative management to request an assessment for the Royal School Award.

3. Recommendations for further studies

For the further studies, the researchers should implement other research methodologies to bring theoretical conclusion approach to apply in practices in order to compare results and develop a more complete work, for example, a research and development and operational research, etc. For the prosperity of the academic field, the researchers should do the research with R&D Research methodology or Action research in order to obtain new school administrative management innovations which suitable for other schools or similar institutions. Moreover, this helps extending the research results for the greatest benefits.

8. References

- Charmaz, K. (2014). *Constructing Grounded Theory*. Vol 2n Edition. Los Angeles: Sage.
- Charoenkham, S. (2020). *Principles and theories of educational administration*. 11th ed. Bangkok: OS Printing House.
- Deming, W. E. (1986). *Out of the crisis*. Cambridge, MA: Center for Advanced Engineering Study, Massachusetts Institute of Technology.
- Dokkham, R. (2017). Royal Award School Standard quality for community sustainability. *Journal of Educational Administration and Leadership*, Sakon Nakhon Rajabhat University, 5(19).
- Government Gazette. (2017). "Constitution of the Kingdom of Thailand". The Gazette. Book 134: Chapter 40 6 April 2017.
- Ketudomsap, B., Pongpinyoopas, S., & Nitakorn, R. (2022). Strategies for Developing Competency in the Field of Teachers in Schools Under the Office of Primary Educational Service Area, Tak Province. *Journal of Arts Management*, 6(3), 1570-1584.
- Khiaonoi, K. (2022). Needs Assessment for Small School Management to Become a High-Performance School. *Sukhothai Thammathirat Journal*, 35(1), 57-67.
- Meepan, N., Thumachai, P., Phongsriwat, S., & Tantranont, N. (2020). Leadership Model and Administrative Effectiveness of Royal Awarded Secondary Schools in The Upper Northens Region. *Journal of Education Naresuan University*, 22(3), 110-123.
- Ministry of Education. (2004). *Regulation of the Ministry of Education on Royal Awards to Students Students and*



- Schools, Bangkok*: Gurusapa Ladprao Publishing.
- Ngamsaard, N. (2016). "*Applying Strategic Management in academia*". Retrieved 27 March 2023. <https://www.facebook.com/drrnan/posts/763458237094264/>.
- Office of the Basic Education Commission. (2019). *Student Assessment Guide for Royal Award Education Level Basic*. Bangkok: Agricultural Cooperative Community Printing House of Thailand.
- Phramaha Kosin Thinya No. (2021). Strategic Management Process of Educational Institution. *MBU Roi Et Journal of Global Education Review*, 1(1), 35-46.
- Pinrat, S. (2023). Guidelines of Digital Leadership Development of School's Administrators under Chaiyaphum Primary Educational Service Area Office 2. *Academic and research journals North Eastern University*. P.81.
- Pomdam, P. (2018). *Driving a learning center according to the philosophy of sufficiency economy in educational institutions. under the Office of Lop Buri Primary Education Service Area 2*. In the research report of the Office of the Commission. Basiceducation Ministry of Education.
- Temwong, S., & Tawinkan, D. (2017). Confirmatory Factor Analysis of Quality Culture in Royal Awarded School, Khon Kaen Province. *Journal of Science Service*, Prince of Songkla University.
- Tweed, A. & Charmaz, k. (2012). Grounded Theory Methods for Mental Health Practitions. In A. R. Harper &D. (Eds.), *Grounded Theory Methods for Mental Health Practitions*. West Sussex: John wiley & sons, LTD. 113.
- Wongsa, S. (2020). Qualitative Research with Grounded Theory Procedures: Concept, Method, and Caution. *Liberal Arts Review Journal*, 15(1), 117.
- Wongsuwan, N. (2017). The Participative Management. *Journal of Maha Chulalongkorn Academic Institute*, 4(1), 176.