Chapter 4

Result of Data Analysis

In this research, the researcher will present the data analysis as the followings.

4.1 The symbols used in the presentation of data analysis.

4.2 The result of studying the administration in Basic Educational Entity Schools.

4.3 The result of the analysis for the reliability, discrimination power and the Construct Validity of indicators for administration in the Basic Education Entity Schools.

4.4 The analysis result of Multiple Regression of the indicators for administration in Basic Education Entity School.

4.5 Result of identifying quality criteria for administration in Basic Education Entity School.

4.6 The manual for application of indicators and quality criteria for administration for Basic Education Entity School.

4.7 The result of finding efficiency of indicators and quality criteria for administration in Basic Education Entity School.

Symbols used in Presentation of the Results of Data Analysis

In presenting the results of data analysis the researcher identifies symbols and alphabets used as the followings.

$\overline{X}$	mean	Arithmetic Mean
S.D	mean	Standard Deviation
n	mean	Number of samples
Xy_1	mean	Score of results of evaluation on quality of administration in Basic Education Entity School
Xy_2	mean	Scores of quality evaluation results of the school as measured by the ONESQA
r_{xy}	mean	Correlation Coefficient between variable Xy_1 and Xy_2
r	mean	Pearson ' s Correlation Coefficient
df	mean	Degree of freedom
P	mean	Level of Significant
F	mean	Statistic use for comparison with F (F–distribution)
t	mean	Statistic used for comparison with t (t–distribution)
KMO	mean	Appropriateness of data value or (Factor Analysis)
Factor Loading	mean	The weight value of components
A	mean	Constant
R_2	mean	R-Square
Adj. R_2	mean	(Adjusted R-Square)
B	mean	Regression Coefficient of Independent Variables

Beta	mean	Regression Coefficient of Independent Variables in form of Standard Scores
S.E	mean	Standard Error of the Estimate

Study result of administration in Basic Education Entity School

The study of administration in Basic Education Entity School through the use of questionnaire on the administration of the School with the sample group of 46 schools in this research finds that the whole questionnaire have a reliability value of 0.9752 with the average (X), Standard Deviation (S.D.) and the Meaning of the average value of administration in Basic Education Entity School. The result shows the followings.

Table 2 Means and Standard Deviations of administration in Basic Education Entity School based on the principle of School Based Management

The Administration	$\overline{X}$	S.D.	Meaning
The Administration for Educational Management School-Based Management 1. The school director plays important duties and role as secretary of school board of Basic Education Entity School	4.73	.449	Highest
2. The school board of Basic Education Entity School has authority to identify policy in educational management.	3.76	.767	High
3. The school board of the school participates in administration and supervision of the school	4.00	.707	High
4. The school arranges the conditions in accordance with the needs of parents and community	4.24	.624	High
5. The school has authority and agility in administration on four aspects based on area of assigned authority.	4.20	.843	High
6. Parents, community, and local organizations participate in making development plan for the education management in the school.	3.93	.648	High
7. Government teachers and educational personnel have creative thinking in performing their duties.	4.20	.601	High
8. Government teachers and educational personnel are enthusiastic, diligent and willing to perform their duties.	4.34	.656	High
9. Students get development to their own full potential.	4.27	.672	High

Table 2 (Continued)

The Administration	$\overline{X}$	S.D.	Meaning
10. The educational management of the school gain acceptance from all sectors.	4.20	.641	High
Total	**4.18**		**High**

Table 2 shows that the Basic Education Entity School under 23 Offices of Educational Service Area in eight provinces in Upper North Region have the administration for educational management based on the guideline to apply the School-Based Management (SBM) with the average value between 3.76 and 4.73. The administrators of these schools have role and duties as the secretary of school board of the Basic Education Entity School with the highest average score. The next highest is "government teachers and educational personnel are enthusiastic, diligent, and willing to perform their duties". But when asked about level of authority of the school board of the Basic Education Entity School to define institutional policy, the samples register the lowest average score. The next lower is "parents, community and local organizations participate in making development plan for educational management of the school" with the average score (combined with the administration of the school based management) equal to 4.18. It can thus be identified that the educational management with the school-based management is in a high level.

Table 3 Means and Standard Deviations of administration in Basic Education Entity School based on the principle of Good Governance

The Administration	$\overline{X}$	S.D.	Meaning
The Administration of the School Using Principle of Good Governance 1. The school has the educational management based on National Educational Act and relevant decrees, laws, rules, and regulations.	4.66	.480	Highest
2. The personnel of the school perform duties according to the discipline, and ethics of government teachers and educational personnel.	4.68	.471	Highest
3. Personnel of the school get equity in implementation.	4.61	.494	Highest
4. Personnel in the school are in harmony as they work as team.	4.44	.502	High
5. School has a team as administration.	4.46	.505	High
6. School administrator opens opportunity for all teachers to express their opinions.	4.73	.449	Highest

Table 3 (Continued)

The Administration	$\overline{X}$	S.D.	Meaning
7. School administrator opens opportunity for all sectors to participate in checking the administration of the school.	4.51	.553	Highest
8. School surveys the opinion from all relevant sectors and provides information for educational management.	4.12	.714	High
9. The school board of the school, parents, community and other organizations participate in activity of the school.	4.29	.750	High
10. School administrator respects opinions that are different.	4.56	.550	Highest
11. Administrator is a good sample model for performing governmental duties.	4.63	.536	Highest
12. Personnel of the school use resources and budget efficiently	4.37	.536	High
13. School evaluates the result of use of resource and budget in all projects/activities.	4.20	.749	High
14. School promotes and supports organizations from outside to use the learning resources in the school.	4.22	.759	High
15. Personnel of the school perform duties honestly.	4.54	.505	Highest
Total	**4.47**		High

Table 3 shows that the Basic Education Entity Schools under 23 offices of Education Service Area in eight provinces arrange the education arrangement based on the guideline for the educational management through the use of good governance principle with average scores between 4.12 and 4.73. The school administrator opens opportunities to all teachers to express opinions (the highest average score). The next highest score is registered on the "personnel of school perform duties according discipline and ethics of government teachers and educational personnel". The item on "the school surveys opinion from all relevant sectors and provides information for educational management" shows the lowest average score. The second lowest score is reached by the item of "the school evaluates the results of using resources and budget in all projects/activities. The total average score for the school administration through the use of good governance principle is equal to 4.47. Therefore the findings show that the educational management using good governance is in a high level.

Table 4 Means and Standard Deviations of administration in Basic Education
Entity School based on the principle of Educational reform

The Administration	$\overline{X}$	S.D.	Meaning
Administration of the School based on the Principle of Educational Reform 1. The school has flexible administration and in many forms.	4.44	644	High
2. The school gets evaluation from the parent organization and outsider organization.	4.71	.512	Highest
3. The school can arrange the teaching and learning in flexible way and in a system for transferring knowledge and experience.	4.12	.678	High
4. The school can administer technical, budget, personnel and general administration autonomously with little reliance on parentorganizations.	3.98	.758	High
5. The school gets allotment of teacher-student ratio compared to the student based on the work force ratio in the school.	3.80	.980	High
6. The school gets technological support for education sufficiently and in many forms.	3.39	.972	Moderate
7. Government teachers and personnel of school receive the development according to the occupational standards.	4.15	.573	High
8. The school can arrange education for the population in the age of studying who reside in the service area.	4.61	.586	Highest
9. The school gets allotment of budget with performance-based budgeting.	4.15	.654	High
10. The school produces school curriculum and local curriculum appropriate to community and the needs of locals.	4.22	.613	High
Total	**4.15**		High

Table 4 shows that the Basic Education Entity School under 23 Offices of
Educational Service Area in eight provinces in the Upper North Region of Thailand
have arranged educational arrangement based on the guideline of school
administration based on the principle of educational reform (the average scores stand
between 3.39 and 4.71). The item on "the school gets evaluation from parent
organizations and outside organizations" gets the highest average score. The next
highest score is registered by the item of "school arranges the education for people at
the age of learning who reside in the service area". "The school gets financial support
for the education sufficiently and in various forms" gathers the lowest average score.
The second lowest is the item of "the school gets allotment of teacher ratio to the

student based on the ratio frame of work force in the school." The total average score of the educational management based on the principle of educational reform equal to 4.15. It can be claimed that the educational management based on the principle of educational reform is in a high level.

Table 5 Means and Standard Deviations of administration in Basic Education
　　　　Entity School based on the principle of Basic Education Entity School

The Administration	$\overline{\mathrm{X}}$	S.D.	Meaning
The School Administration Based on the Principle of Basic Education Entity School 1. Arrange the learning process by considering the skills and interests of learners.	4.05	.545	High
2. Implement the measurement and evaluation and then transfer the learning results according to related regulations.	4.29	.642	High
3. Promote the teachers to do research for developing the instruction.	4.10	.735	High
4. Create and develop learning sources that facilitate the instruction in the school.	4.24	.582	High
5. Implement the quality assurance in the school continuously.	4.29	.559	High
6. Make supervision on the learning activity arrangement in various forms	3.90	.539	High
7. Arrange the educational consultation activities by the personnel of the school and outside organizations.	3.78	.725	High
8. Support and give cooperation with other organizations to hold and arrange educational activities.	4.07	.608	High
9. Arrange activities to publicize the technical knowledge for the community, parents, and local business establishment.	3.76	.734	High
10. Make implementation manual on the technicalities of the school.	3.83	.803	High
11. Select textbooks for use in the school with facilitation of all sectors.	4.34	.617	High
12. Arrange the activities that promote teachers' knowledge and skills using technological media for education.	4.22	.613	High
13. Make budget plan by following the policy of the parent organizations and the vision of the school.	4.44	.634	High

Table 5 (Continued)

The Administration	$\overline{X}$	S.D.	Meaning
14. Make the implementation plan in the physical budget year that identifies the budget frame for the expenses based on the budget plan of the school.	4.49	.597	High
15. Approve the expenditure of budget, transfer and changes of the budget by following the project in implementation plan for the fiscal budget year.	4.39	.628	High
16. Check or monitor the expenditure of budget by appointing the school board's members from all sectors.	4.29	.642	High
17. Make list of expenditures of budget at the end of fiscal year and send it to parent organization and publicize to the public.	4.27	.708	High
18. Gather the resources from outside organizations and use them for development.	3.93	.755	High
19. Implement the loans for education based on identified regulations.	2.17	1.263	Little
20. Manage the cash, withdrawal-expenditure, book-keeping, and returning the unused money to the treasury according to related regulations.	4.71	.461	Highest
21. Make bookkeeping by using the accounting document, registration and the report based on the identified regulations.	4.73	.449	Highest
22. Make budgeting and report financial status of the school to parent organization within the identified time.	4.61	.542	Highest
23. Make plan for purchasing, hiring, and looking for supplies by using information technology as needed to use in the department.	4.49	.553	High
24. Implement the purchase, hire and control, maintenance and trading of the property based on the regulations.	4.59	.499	Highest
25. Identify guidelines for purchasing, getting office supplies, and constructing premises based on specification of the construction.	4.49	.746	High
26. Implement to look for benefit from the assets of the school with consensus from the school board of the Basic Education Entity School.	3.85	1.256	High

Table 5 (Continued)

The Administration	$\overline{X}$	S.D.	Meaning
27. The school makes plan for work force of government teachers by making the population census among the age of studying in the service areas.	4.20	.782	High
28. Promote positions and send the request to move or mutation among government teachers is done based on the identified criteria.	4.20	.715	High
29. Make the implementation guideline for consider the result of implementation to use for making judgment on promotion of salary and ranks of the personnel in the school. With participation from all sectors this implementation can be checked.	4.34	.480	High
30. Implement leave-taking system by the personnel in the school as identified by regulations.	4.49	.553	High
31. Promote legal knowledge and related regulation for the implementation among government teachers regularly	4.22	.571	High
32. Make or update portfolios of government teachers.	4.29	.559	High
33. Implement application for the Most Auspicious Order of the Rajamitrabhorn from the Royal Institution for government officers who have qualifications according to criteria.	4.34	.575	High
34. Promote and support government teachers into promotion for higher ranks.	4.59	.499	Highest
35. Promote government teachers to have discipline, morality, ethics, and proper behavior following the occupational ethics and standards regularly.	4.66	.480	Highest
36. Implement the system for issuance of teaching licenses and renewal of the licenses to perform occupations to government teachers according to the identified time.	4.71	.461	Highest
37. Settle the system and network of information technology inside the school.	4.22	.525	High
38. Cooperate and connect with other schools to develop educational networks.	4.15	.654	High
39. Make report to develop educational management of the school.	3.78	.725	High

Table 5 (Continued)

The Administration	$\overline{X}$	S.D.	Meaning
40. Make the structural system for school management and school administration based on the guideline of Basic Education Entity School.	4.10	.664	High
41. Develop teacher's capability following the implementation standards.	4.15	.654	High
42. Identify the indicators of success of the implementation standards with participation from all sectors.	4.12	.600	High
43. Provide technology for administration and educational development.	4.12	.557	High
44. Implement school administration based on the related regulations.	4.37	.662	High
45. Make implementation guideline to use and maintenance of buildings and the environment of the school.	4.27	.549	High
46. Make the consensus of learners and recruit students in service area in the time that is identified by the parent organization.	4.39	.771	High
47. Cooperate the educational management in formal, non-formal, and informal systems with the other educational organizations.	3.88	.900	High
48. Implement the student activities based on the identified regulations and bring the students to study tours in every semester.	4.54	..505	Highest
49. Publicize the results of implementation of the school by creating the publication network with local communities.	4.27	.672	High
50. Cooperation with other organizations in the regions and the locality to develop the educational system with the school.	4.24	.734	High
51. Make reports on the results of implementation of the school annually to the school board of the Basic Education School and publicize reports to the public.	4.44	5.94	High
52. Implement control inside the school based on related regulations.	4.39	.494	High
53. Implement care management of the students and students who have undesired behavior with related organizations outside of the school.	4.39	.586	High
Total	**4.22**		High

Table 5 shows that the Basic Education Entity School under 23 Offices of Educational Service Area in eight provinces in the Upper North of Thailand have the educational management based on the guideline from school administration. The item on "educational management based on the principle of Basic Education Entity School" registered the average scores between 2.17 and 4.73.

The item on "making book keeping by using accounting documents, registrations, and reports based on the identification of regulation" has the highest average score. The next highest is the item on "the financial implementation both on withdrawal and expenditure, bookkeeping, and sending money back to the treasury base on respected regulations". Implement to issue occupational license and renew the license for the government teachers and educational personnel in identified time. "Implementation of loan for education based on identified regulation" shows the lowest average score. The next lowest average score is collected by the item of "holding activities to publicize technical knowledge for the community, parents, and the local business establishment."

The average score for "educational management based on the principle of Basic Education Entity School " is equal to 4.15. It can be identified that the educational management based on the principle of Basic Education Entity School is in a high level.

The Results of Analysis on Reliability, Discrimination Power, and Construct Validity of Indicators for the Administration in Basic Education Entity School.

The researcher brings indicators of administration in Basic Education Entity School that contains four components. The indicator for administration in Basic Education Entity School on technical administration is divided into 71 indicators. Budget administration has 60 indicators and personal administration has 54 indicators. General administration has 70 indicators. These indicators pass the test for content validity from the experts/knowledgeable persons, and the indicators are constructed into questionnaire items. The appropriateness of these indicators for administration in Basic Education Entity School is tested by collection of the data from the sample group who work in the Office of Educational Service then by analysis for reliability of the set of questionnaire items. The calculation shows the reliability value is equal to 0.9961. The discrimination power classified by each indicator using the judgment criteria from the t-value reveals the values either lower than -1.75 or more than +1.75, with the significance level of these values less than 0.05. On the construct validity calculation the study uses the judgment criteria from Factor Loading of indicators for administration in Basic Education Entity School that have the value more than 0.30. The result shows the followings.

Table 6 Discrimination Power and Factor Loading of indicators for administration
in Basic Education Entity School based on the administration of
technicalities.

Indicators	t	sig.	Factor loading
Indicators for Administration on Technical Aspects 1. Make plan on technical systematically and clearly with participation of all sectors.	-5.284	.002	.482
2. Implement the technicality that is consistent with vision and mission identified in the quality development plan of the educational quality in the school.	-3.897	.004	.558
3. Develop a local curriculum that is consistent with the four curricula of basic education.	-3.118	.009	.703
4. Create/develop local curriculum by the school board with the participation from all sectors.	-3.266	.008	.735
5. The local curriculum of the school has the local learning content that is appropriate to the context of school and community.	-7.778	.000	.728
6. Make local curriculum based on the knowledge of the local community of the school.	-4.330	.002	.674
7. Develop/make school curriculum based on the implementation guideline of identified regulations.	-5.774	.000	.704
8. Make plan for the use of school curriculum systematically.	-9.295	.000	.693
9. Appoint the school board members from all relevant sectors and evaluate the results of using the school curriculum.	-9.295	.000	.588
10. Arrange teaching and learning by emphasizing the analytical thinking and the learning by doing.	-7.120	.000	.457
11. Promote to arrange the learning and teaching activities that are appropriate to the potential and skills of learners.	-9.295	.000	.468
12. Arrange the environment and climate that facilitate the learning of the learners.	-7.071	.000	.432
13. Arrange activities to develop morality, ethics, and desired characters of the learners in various forms.	-6.971	.000	.520
14. Set the system/model for the real technical exhibition.	-7.778	.000	.742
15. Promote teachers to use research methods as part of developing teaching and learning process.	-8.216	.000	.674

Table 6 (Continued)

Indicators	t	sig.	Factor loading
16. Promote the learners to love reading and learning.	-7.778	.000	.597
17. Promote teachers to arrange the learning process that is flexible according to the interest, skill, and characters of the learners.	-3.500	.004	.510
18. Promote to arrange the learning process on morality, ethics, and values to the learners.	-4.899	.000	.600
19. Promote the use of media, technology and local wisdom for developing the learning process.	-7.778	.000	.476
20. Arrange the climate and environment that facilitate the development of learning process.	-7.778	.000	.492
21. Promote the teachers to acquire the methods to arrange learning process regularly.	-4.330	.002	.506
22. Identify the implementation guideline to measure and evaluate consistently with National Education Act of B.E 2542 (1999) and Second Amendment of B.E 2545 (2003) and the Basic Education Curriculum.	-3.266	.008	.654
23. Evaluate to adjust the base or foundation of the learners before studying appropriately.	-7.120	.000	.476
24. Implement to measure and evaluate the learners in all aspects systematically and transparently.	-8.000	.000	.524
25. Create tools to measure and evaluate that are consistent with learning standards.	-9.295	.000	.625
26. Implement to measure and evaluate the learners from participation of related sectors.	-5.461	.000	.781
27. Implement to measure and evaluate the learners in various ways and appropriate to learners.	-8.485	.000	.447
28. Make judgment on the learners fairly and transparently.	-4.899	.000	.559
29. Make written evidence on evaluation of learners completely and correctly according to related regulations.	-8.000	.000	.507
30. Set regulations and implementation guidelines for transferring of learning results of the learners.	-4.596	.004	.633
31. Launch research to develop the educational quality continuously.	-6.789	.000	.465

Table 6 (Continued)

Indicators	t	sig.	Factor loading
32. Bring the research findings to use as information for making development plans for educational quality clearly.	-8.216	.000	.715
33. Utilize the learning sources outside and inside the school in various ways and enough for the instruction.	-7.120	.000	.573
34. Cooperate and collaborate with other educational institutions, communities and organizations in using learning sources together.	-7.120	.000	.532
35. Promote and support local wisdom to use in educational management.	-9.295	.000	.397
36. Implement the supervision inside the school systematically and regularly.	-9.165	.000	.524
37. Set various models for supervision methods that are appropriate to the school context.	-7.120	.000	.486
38. Implement the supervision with participation from all sectors.	-5.765	.000	.543
39. Arrange visits among schools and create networks of supervision inside the Office of Educational Service Area.	-4.648	.002	.437
40. Bring the results of the visits to develop the quality of education clearly.	-8.216	.000	.493
41. Have implementation guidelines for consultation on technical and occupational for the learners that are connected to taking care of the students.	-6.736	.000	.602
42. Arrange the consultation activities by integration with the teaching and learning arrangement.	-5.765	.000	.416
43. Create networks of consultation with communities, parents, and other organizations.	-4.330	.000	.526
44. Develop the system for quality assurance in the school according to the identified law clearly	-7.071	.000	.524
45. Have administrative structure that supports the quality assurance in the school with participation from all sectors.	-6.736	.000	.588
46. Implement the quality assurance in the school continuously and consider it as part of the implementation.	-7.778	.000	.503
47. Supervise and monitor the quality assurance in the school in all aspects regularly.	-7.778	.000	.534

Table 6 (Continued)

Indicators	t	sig.	Factor loading
48. Develop or create tools for evaluating the internal quality assurance that are appropriate to the context of the school.	-7.120	.000	.470
49. Conduct the research to develop the system for quality assurance in the school.	-9.238	.000	.601
50. Make reports of quality assurance in the school and send them to parent organizations and publicize them to the public.	-4.804	.003	.494
51. Arrange the training to provide knowledge for local communities appropriately.	-4.804	.000	.631
52. Support the local communities to participate in technical activities of the school regularly.	-3.250	.012	.412
53. Make the media, technical knowledge documents to publicize the knowledge for local communities appropriately.	-5.765	.000	.555
54. Promote local wisdom and other knowledge in the local and publicize the knowledge to the communities as needed by them.	-7.120	.000	.775
55. Survey the need for the cooperation in developing technical knowledge among schools and other organizations.	-6.481	.001	.673
56. Develop the school to become the learning sources that assist and support on technical knowledge to the local communities.	-4.596	.004	.701
57. Promote local communities, organizations and other institutions that organize or arrange education. These three institutions are the ones that develop learning sources on quantity and quality to enhance learning efficiently.	-4.648	.002	.552
58. Encourage and support learning activities together among schools, individuals, families, communities, local administrative organizations, and other institutions.	-8.216	.000	.689
59. Arrange activities to exchange learning in the educational management among schools, individuals, families, communities, local and administrative organizations, and other institutions.	-6.481	.001	.713
60. Make implementation manual on technicality in the school.	-3.873	.008	.683
61. Make technical document based on identified regulations and the school implements it correctly.	-4.700	.001	.619

Table 6 (Continued)

Indicators	t	sig.	Factor loading
62. Appoint the school board members to select the textbooks with participation from all sectors.	-3.179	.009	.533
63. Select the textbooks based on the criteria identified by the Office of Basic Education.	-3.500	.004	.584
64. Evaluate the results of using textbooks with participation of all sectors annually.	-4.178	.001	.786
65. Have media and new technology for teaching and learning.	-3.578	.006	.830
66. Have the school board members from all sectors to make decision on selecting media and technology for teaching and learning.	-4.330	.002	.672
67. Promote to publicize media, innovation, and technology that have been developed by the teachers in the school and in Office of Educational Service Area.	-4.062	.004	.722
68. Supervise, monitor, and evaluate the development and the use of media and technology for the teaching and learning.	-4.330	.002	.539
69. Promote doing research for developing the use of media and technology for teaching and learning.	-5.461	.000	.534

Table 6 shows that indicators for administration in Basic Education Entity School on the administration of technical have t-values lower than -1.75 and the statistical significance lower than 0.05 (with 69 indicators out of 71). Two indicators which are "make the school curriculum complete in all learning contents" and "have media learning sources and operation room that facilitates the learning of learners in various ways" have no discrimination power and therefore omitted.

In finding the construct validity of the indicators for administration in Basic Education Entity School on administration on technical the researcher brings the indicators that have the discrimination power (69 indicators) to analyze with Exploratory Factor Analysis (EFA). The analysis show that the set of questionnaire has KMO value equal to 0.858 and the Factor Loading value higher than 0.30 in all indicators.

Table 7 Discrimination Power and Factor Loading of indicators for administration
in Basic Education Entity School based on the administration of Budget

Indicators	t	sig.	Factor loading
Administration on Budget 1. Have strategic plan that is consistent with philosophy and policy of educational administration of the Office of Educational Service area and the Office of Basic Education Commission.	-5.284	.002	.705
2. Make strategic plan by analyzing the environment of the school with participation from all sectors.	-5.196	.000	.752
3. Ask for consensus on the strategic plan from the school board.	-7.778	.000	.693
4. Make the frame of the budget in advance in medium term of three years from the strategic plan.	-5.774	.000	.617
5. Identify the target of success and indicators from the strategic plan.	-5.284	.002	.690
6. Have annual implementation plan that is consistent with the strategic plan of the school	-4.804	.003	.736
7. The annual implementation plan must cover four missions of the school.	-5.284	.002	.762
8. The annual implementation plan of the school has projects/activities and budget that is consistent with the budget frame of expenses in medium term.	-3.897	.004	.707
9. Ask for agreement on the annual budget implementation to the school board.	-4.804	.003	.664
10. Approve the expense of budget according to the time identified in the annual implementation plan.	-3.897	.004	.544
11. Make document for the spending of budget correctly based on the identified steps.	-6.971	.000	.591
12. Implement a system for transferring and changing the budget that is left over from the spending based on the identified regulations and order.	-4.919	.001	.663
13. Report the outcome of spending the budget to the Office of Educational Service Area and the Office of Basic Educational Commission based on the identified report form.	-6.000	.001	.436

Table 7 (Continued)

Indicators	t	sig.	Factor loading
14. Report the spending of budget to the director of the school during the implementation and the end of project.	-7.120	.000	.601
15. Make report on the implementation then send it to the parent organizations and publicize to the public at the end of budget term.	-6.358	.001	.503
16. Appoint the school board to check the monitoring for the spending of budget.	-5.461	.002	.564
17. Check the use of budget based on the objective that is allotted transparently.	-4.596	.004	.619
18. Show income and expenditures of the budget use per quarter and end of fiscal year to the Office of Educational Service Area.	-5.292	.002	.603
19. Show income and expenditures according to the plan and outside to the school board of Basic Educational School and public openly.	-4.181	.001	.742
20. Check the efficiency of spending of the budget through the Unit Cost Calculation.	-9.238	.000	.578
21. Check the implementation results based on the indicators for the productivity identified in the annual implementation plan.	-8.000	.000	.779
22. Report the efficiency on spending of the budget according to the annual implementation plan to the school board of the school and the Office of Educational Service Area.	-6.301	.001	.757
23. Make data system on the resources and support the educational management.	-5.461	.000	.721
24. Make implementation guideline to ask for support according to relevant regulations.	-4.648	.002	.697
25. Publicize to ask for support on resources and investments for education.	-4.076	.007	.731
26. Implement the fund loan for education transparently with equity.	-3.118	.009	.791
27. Implement the fund of loan for education correctly based on the related regulations.	-4.919	.001	.811
28. Survey learning resources, local wisdom, and local business establishment that can be useful for educational management.	-5.461	.002	.611
29. Identify the implementation guideline for maximized use of resources for education.	-9.295	.000	.716
30. Promote the use of resources for education in the teaching and learning arrangement.	-6.000	.001	.595

Table 7 (Continued)

Indicators	t	sig.	Factor loading
31. Promote and cooperate in using the resources for education with local communities.	-3.536	.004	.678
32. Implement to withdraw all types of the budget from the Office of Educational Service Area through the GFMIS system.	-4.201	.002	.609
33. Implement on getting budget, available funds outside the budget, and income of the school correctly based on related regulations.	-4.330	.002	.569
34. Implement on spending of budget, available funds outside budget, and income of the school correctly based on relevant regulations	-5.284	.002	.579
35. Prepare petty cash in identified amount as identified in related regulations.	-5.284	.002	.500
36. Have the safety box to keep cash in hands and in safe place.	-2.883	.015	.748
37. Appoint the school board to keep cash at hands of at least three people.	-8.000	.000	.726
38. Bring the state-income in all types that the school gets and then send the unused parts back to the treasury correctly.	-4.382	.005	.394
39. Make bookkeeping in all types of financial relations.	-8.000	.000	.823
40. Implement bookkeeping correctly based on the accounting principles for sub-organizations.	-7.071	.000	.852
41. Report the unused budget and send back to the Office of Educational Service Area within 15 days of the next month.	-7.071	.000	.830
42. Implement financial report and the financial budget correctly according to the controlling system.	-9.295	.000	.695
43. Have accounting document form, registration of financial control, and the report form of financial status correctly according to the accounting principle for sub-organizations.	-5.284	.002	.716
44. Analyze the need of using supplies from departments/sections in term of amounts of supplies and time to use supplies.	-6.301	.001	.725
45. Record the withdrawal of the supplies and bring the supplies to use for each department systematically.	-6.000	.001	.699
46. Purchase the supplies in accordance with annual implementation plan.	-3.873	.008	.557

Table 7 (Continued)

Indicators	t	sig.	Factor loading
47. Have documents used in the supplies traffic completely as identified by regulations.	-4.260	.005	.579
48. Check supplies annually at the time identified in regulations.	-3.873	.008	.627
49. Able to identify the list form or model or specification of supplies or the construction based on principles of transparency, justice, fairness, and benefit of government.	-5.196	.000	.618
50. Make information on purchasing for supplies using computer programs received from the Office of Basic Education Commission.	-4.330	.002	.578
51. Make the information data on supplies that responds to the need of the school.	-6.000	.001	.549
52. Purchase the supplies in the system with transparency and procedures.	-5.461	.002	.608
53. Procure supplies with the budget and funds from outside the budget correctly as identified by the related regulations.	-7.071	.000	.650
54. Evaluate the purchasing of supplies annually by all sectors.	-5.461	.000	.657
55. Control the supply cycle systematically by considering on economization and efficiency.	-6.000	.001	.602
56. Keep the supplies according to the identified guidelines in the related regulations.	-6.000	.001	.614
57. Register damaged supplies by using the methods identified in the related regulations.	-8.216	.000	.534
58. Identify the criteria and implementation guidelines in looking from benefits from school assets transparently.	-4.768	.001	.660
59. Ask for agreement from the school board of the school in seeking for benefits from the school assets before every implementation.	-8.216	.000	.585

Table 7 shows that indicators for administration in Basic Education Entity School on the administration of technical have t-values lower than -1.75 and the statistical significance lower than 0.05 (with 59 indicators out of 60). One indicator which is "Deposit the money of all types in the bank account at the local bank of the State." has no discrimination power and therefore omitted.

In finding the construct validity of the indicators for administration in Basic Education Entity School on administration on technical the researcher brings the indicators that have the discrimination power (59 indicators) to analyze with Exploratory Factor Analysis (EFA). The analysis show that the set of questionnaire

has KMO value equal to 0.776 and the Factor Loading value higher than 0.30 in all indicators.

Table 8 Discrimination Power and Factor Loading of indicators for administration in Basic Education Entity School based on the administration of Personnel Administration

Indicators	t	sig.	Factor loading
Personnel Administration 1. Have the data about government teachers and educational personnel complete and updated.	-4.804	.003	.657
2. Analyze and evaluate the needs for work force size according to the context of communities and the school.	-4.382	.005	.563
3. Settle the work force based on the criteria identified by Government Teachers and Educational Personnel Sub-Committee.	-7.778	.000	.757
4. Propose the work force ratio plan to the school board members of the school and the Office of Educational Service Area.	-13.000	.000	.626
5. Identify the position or propose to get positions of educational personnel based on the work force ratio plan to the Office of Educational Service Area.	-3.162	.012	.762
6. Get allotment of work force ratio and position of government teachers and educational personnel according to the work force ratio plan of the school.	-5.916	.000	.689
7. Implement recruitment for government teachers, government officers, permanent staff, temporary staff based on the area of authority assigned by Government Teachers and Educational Personnel Sub-Committee from the Office of Educational Service Area.	-4.330	.001	.620
8. Get allotment for work force ratio and positions of government teachers and educational personnel consistent with the field or subject that the school wants.	-4.899	.000	.586
9. Implementation on asking for change of position of government teachers and educational personnel based on their authority area assigned by the Office of Basic Educational Commission.	-3.667	.005	.756
10. Make request to transfer or move school administrators, government teachers, and educational personnel according to the criteria for moving or transfer transparently	-4.583	.004	.671

Table 8 (Continued)

Indicators	t	sig.	Factor loading
11. Can implement the transfer and accept transfer of government teachers and educational personnel based on the authority assigned by the Office of Basic Education Commission.	-2.496	.031	.660
12. Have order to appoint school board to consider promotion of salaries and ranks for government teachers and educational personnel.	-6.000	.001	.674
13. Have criteria for making judgment on placement of government teachers and educational personnel clearly.	-4.382	.005	.784
14. Announce considerations on salaries and ranks promotion for all teachers every time.	-3.286	.008	.571
15. Record correctly and update the summary of leave taking of the personnel who perform the work in the school.	-4.500	.004	.576
16. Implementation of promotion of compensation rank for the government officers correctly based on the authority assigned by the Office of Basic Education Commission.	-6.000	.001	.487
17. Implementation of all types of leave-taking correctly based on relevant regulation of government teachers, permanent staff, government officers, and temporary staff.	-4.583	.004	.507
18. Report correctly and update the leave-taking data of government teachers and educational personnel to the Office of Educational Service Area.	-3.576	.012	.571
19. Implementation on the leave for education of the government teachers and educational personnel based on relevant regulations.	-4.500	.004	.555
20. Make standards and the minimum necessary duties of government teachers and educational personnel.	-6.000	.001	.730
21. Identify the criteria and evaluation methods of the performance that are consistent with types of job.	-4.330	.002	.501
22. Announcement of evaluation results of performances of the government teachers and educational personnel openly that can be checked.	-4.260	.005	.547

Table 8 (Continued)

Indicators	t	sig.	Factor loading
23. Hold meetings to inform the government teachers and educational personnel to understand, be aware, and know about the criteria on making appeals and complaints.	-4.076	.007	.532
24. Make the portfolio registration of history for government teachers and educational personnel systematically.	-2.402	.039	.518
25. Make implementation guideline for implementation on commands to stop working and firing the staff and educational personnel in advance based on regulations.	-3.897	.004	.506
26. Make implementation guideline on the report of the disciplinary implementation report on government teachers and educational personnel correctly based on related regulations.	-3.897	.004	.532
27. Make implementation guideline on appealing and complaining for government teachers and educational personnel correctly based on regulations.	-3.612	.007	.833
28. Make implementation in implementation on leaving the government work in all cases among government teachers and educational personnel correctly based on regulations.	-2.954	.019	.832
29. Record histories or curriculum vitae of government teachers and educational personnel.	-3.286	.017	.832
30. Make the registration to control the history of having identity cards among personnel of government agencies systematically and clearly.	-3.286	.008	.825
31. Implementation on asking for confirmation letter in all types correctly based on regulations.	-2.500	.028	.819
32. Make registration of controlling and issuing all types of confirmation letter systematically.	-4.382	.005	.421
33. Implement to ask for The Most Auspicious Order of the Rajamitrabhorn and The Chakrabarti Mala Medal for government teachers and educational personnel according to criteria and the method that are identified by the laws.	-4.382	.005	.776
34. Make correct and updated registration of persons who receive the Most Auspicious Order of the Rajamitrabhorn, The Chakrabarti Mala Medal, and the persons who returned the Most Auspicious Order of Rajamitrabhorn.	-4.500	.004	.723

Table 8 (Continued)

Indicators	t	sig.	Factor loading
35. Survey and collect data of government teachers and educational personnel who have good qualification and arrange rank promotions correctly annually.	-3.536	.004	.667
36. Hold meetings to identify criteria and methods for government teachers and educational personnel to promote their ranks based on the identification of government teachers and Educational Personnel Sub-Committee.	-6.000	.000	.651
37. Promote and develop government teachers and educational personnel to have and move along the ranks for every personnel.	-4.583	.004	.775
38. Directors and administrators of the school behave as good models for their subordinates.	-2.216	.047	.818
39. Promote and support regularly government teachers and educational personnel to develop their works and themselves to have quality and efficiency.	-4.500	.004	.447
40. Submit the name list of government teachers and educational personnel to get complimentary or honorable insignia to the Office of Educational Service Area.	-4.804	.003	.560
41. Develop government teachers and educational personnel to behave and practice according to the standard conduct of code and occupational ethics.	-3.286	.017	.602
42. Identify criteria/guideline to control supervision and promote government teachers to behave and practice following the standard conduct of code and occupational ethics.	-4.382	.005	.668
43. Promote and develop government teachers and educational personnel to be self-discipline.	-4.804	.003	.655
44. Identify guidelines in checking and preventing the wrongdoing or malpractice to the practice of government teachers and educational personnel.	-4.804	.003	.697
45. Implementation of issuance for occupational licenses and renewal of the licenses for government teachers and educational personnel correctly based on identified regulations.	-6.000	.001	.577

Table 8 (Continued)

Indicators	t	sig.	Factor loading
46. Every government teacher and educational personnel who perform the work in the school has the teaching license that is updated.	-3.873	.008	.663
47. Make development plan of government teachers and educational personnel.	-4.500	.004	.696
48. Develop government teachers and educational personnel according to known criteria before giving assignments.	-4.382	.005	.534
49. Develop government teachers and educational personnel during the implementation based on the identified plan.	-5.284	.002	.602
50. Evaluation the development of government teachers and other educational personnel systematically.	-4.768	.003	.538

Table 8 shows that indicators for administration in Basic Education Entity School on the administration of personal have t-values lower than -1.75 and the statistical significance lower than 0.05 (with 50 indicators out of 54). Four indicators which are "To set guidelines for the receipt back in service of teachers and education personnel without leaving government service during the performance of official duties, Action on the salary teachers and educational personnel must be prescribed, Prepare guidelines for disciplinary action and punish teachers and educational personnel is required by regulations in case of a serious disciplinary offense and the disciplinary action., Action on the request for an official state identification card is required by regulations." have no discrimination power and therefore omitted.

In finding the construct validity of the indicators for administration in Basic Education Entity School on administration on personal the researcher brings the indicators that have the discrimination power (50 indicators) to analyze with Exploratory Factor Analysis (EFA). The analysis show that the set of questionnaire has KMO value equal to 0.854 and the Factor Loading value higher than 0.30 in all indicators.

Table 9 Discrimination Power and Factor Loading of indicators for administration
         in Basic Education Entity School based on the   administration of
         General Administration

Indicators	t	sig.	Factor loading
General Administration 1. Have system and network of information in educational management.	-3.240	.007	.634
2. Have database of information technology that is consistent and connected with the database of the Office of Educational Service Area and Office of Basis Educational Commission.	-4.382	.005	.649
3. Publicize the information for educational management for the public.	-4.804	.003	.549
4. Personnel under school have knowledge and can use the information network system of the school.	-4.804	.003	.569
5. Evaluate the network system of information technology every year.	-4.076	.007	.604
6. Collaborate with external organization to create and develop the system of data network.	-4.260	.005	.580
7. Have appropriate educational network that is appropriate for the mission of educational management.	-4.804	.003	.511
8. Have development plan on education and the implementation plan annually.	-3.240	.018	.561
9. Identify clearly the standard for implementation based on the structure and indicators of success.	-4.382	.005	.682
10. Measure and evaluate the result implementation based on indicators that are consistent with educational development plan and annual implementation plan.	-5.284	.002	.730
11. Report the results of implementation plan based on the educational development then present them to stakeholders annually.	-3.873	.008	.641
12. Do research to develop policy and educational development plan.	-4.044	.005	.662
13. Bring the result of evaluation on implementation based on the educational development plan to identify the policy of the school for the following year.	-4.500	.004	.738
14. Bring the result of research to identify guideline and strategy in developing educational management clearly.	-4.768	.003	.668

Table 9 (Continued)

Indicators	t	sig.	Factor loading
15. Identify clearly the structure of administration.	-3.361	.015	.681
16. Assign the responsibility based on the knowledge competence of the personnel based on the standard in hierarchy and administration structure.	-4.382	.005	.547
17. Promote culture in organizational implementation that the organization becomes a learning organization.	-3.576	.012	.590
18. Make information for government teacher and educational personnel at individual level.	-2.954	.019	.657
19. Develop government teachers and educational personnel based on individual information that is consistent with implementation and administration standard.	-3.873	.008	.641
20. Promote and support the improved supply and equipment used for implementation sufficiently.	-3.576	.012	.560
21. Identify common agreement from all sectors in evaluation of the performance result of government teachers and educational personnel.	-3.333	.016	.585
22. Create tools for evaluation of the performance according to standards.	-4.260	.005	.685
23. Evaluate the performance based on the constructed tools in all units in the school.	-4.076	.007	.708
24. Survey the needs and necessity for educational management.	-5.196	.000	.500
25. Bring innovation and educational technology to use in educational management.	-7.778	.000	.489
26. Develop the personnel to have knowledge and capability to use and maintain the innovation and technology for education.	-5.284	.002	.496
27. Promote personnel to create media innovation and educational technology.	-5.284	.002	.417
28. Promote learning exchange on media production of new media, innovation, and educational technology among the schools.	-3.240	.018	.524
29. Evaluate the use of media, innovation, and educational technology every year.	-2.711	.026	.430
30. Implement the contents correctly based on the regulations.	-2.646	.038	.405

Table 9 (Continued)

Indicators	t	sig.	Factor loading
31. Bring the system of information technology network and ICT to use in the implementation of learning contents.	-3.240	.018	.367
32. Keep the government documents systematically and safely.	-3.361	.015	.445
33. Have the building and environment that facilitate the educational management with security.	-2.646	.038	.530
34. Maintenance of buildings and environment in good condition.	-4.500	.004	.501
35. Survey of list of children at the age of learning within the service areas.	-6.000	.001	.579
36. Make and update the system of information on the learners' consensus.	-4.382	.005	.520
37. Recruiting new students in accordance with the plan for classroom arrangement.	-4.583	.004	.551
38. Collaborate and cooperate with local administrative organizations and communities to deal with the students who have problem in going to school.	-4.500	.004	.549
39. Implement to recruit students according the itinerary and calendar that have been identified by the Office of Basic Education Commission.	-3.286	.017	.591
40. Can express the opinion on establishment, dissolution, or abolishment of schools based on related regulations.	-3.363	.008	.805
41. Listen to opinions of parents and communities before sending or showing opinions on establishment and dissolution of the school.	-8.000	.000	.833
42. Make development plan for educational management from informal, non-formal, and informal ways based on the school context.	-2.771	.022	.625
43. Implement to arrange the education that responds to the needs of parents and communities with appropriateness to the potential of the school.	-3.612	.007	.556
44. Collaborate and support the educational management of individuals, communities, organizations, and other organizations that arrange education.	-4.804	.003	.596
45. Gather educational resources from other sources.	-5.284	.002	.642

Table 9 (Continued)

Indicators	t	sig.	Factor loading
46. Make implementation guideline for gathering resources for education systematically.	-8.485	.000	.511
47. Support other organizations to use resources for education together.	-7.778	.000	.677
48. Promote government teachers and educational personnel to attend trainings, do research, and join study tours outside the school.	-4.583	.004	.722
49. Make implementation plans and projects for government teachers, educational personnel, and students for the study tours to other places.	-2.521	.034	.731
50. Arrange activities for students to have study tour in other places according to the implementation plans/projects.	-3.240	.018	.774
51. Identify the guideline for implementation of student activities with participation from all sectors.	-4.382	.005	.632
52. Arrange activities that promote the learners according to their skills and interests in various ways.	-4.583	.004	.589
53. Have collaboration network on publication between schools and communities.	-4.500	.004	.564
54. Publication of school work in various media.	-4.500	.004	.595
55. Monitor evaluation of the publication, publish, and monitor the result regularly.	-4.260	.005	.719
56 Evaluate the risk and prioritize the risk with participation from all sectors.	-5.461	.002	.500
57. Train and create understanding on rights and duties in educational management of individuals, families, communities, organizations, local business establishment, other organizations, parents, and local communities.	-3.578	.006	.700
58. Promote and support the individuals, families, organizations, business establishments, and other organizations to arrange the education	-2.810	.024	.703
59. Create the quality criteria to check and evaluate the results of educational development.	-4.076	.007	.599
60. Survey and identify the missions that require cooperation with government units in the region and the local for the educational management.	-4.804	.003	.726
61. Collaborate with governmental units in region and local in arranging the education together with the school.	-4.804	.003	.669

Table 9 (Continued)

Indicators	t	sig.	Factor loading
62. Follow up, check, and evaluate the educational development based on the constructed quality criteria.	-4.768	.003	.481
63. Report the result of educational development yearly to the school board members of the school and then publicize the results to public.	-4.804	.003	.544
64. Survey the risk factor based on the strategic plan with the participation from all sectors.	-9.295	.000	.551
65. Make the system for internal control based on criteria of Office of the Auditor General of Thailand.	-6.971	.000	.669
66. Monitor and evaluate the internal control at the end of each semester.	-4.260	.005	.608
67. Report results of internal control or supervision to the Office of Educational Service Area and he Office of the Auditor General of Thailand.	-3.240	.018	.638
68. Arrange activities that promote morality and ethics to appropriately reorient or adjust the behavior of the learners.	-4.500	.004	.551
69. Arrange activities, promote, and develop the desired characters of the learners regularly.	-4.500	.004	.536
70. Cooperate with parents and communities to take care and adjust the undesired behavior of the learners.	-9.295	.000	.496

Table 9 shows that indicators for administration in Basic Education Entity School on the administration of technical have t-values lower than -1.75 and the statistical significance lower than 0.50

In finding the construct validity of the indicators for administration in Basic Education Entity School on administration on technical the researcher brings the indicators that have the discrimination power (70 indicators) to analyze with Exploratory Factor Analysis (EFA). The analysis show that the set of questionnaire has KMO value equal to 0.689 and the Factor Loading value higher than 0.30 in all indicators.

Result of Multiple Regression Analysis of Indicators for Administration in Basic Education Entity School

Result of selecting indicators for administration in Basic Education Entity School to the use of making judgment on the qualification of the indicators which can predict or measure the quality of administration in the schools. This can be done through the use of certain methods or the Multiple Regression through the Enter Method. The result shows the followings.

Table 10 Result of Multiple Regression Analysis of indicators for administration in Basic Education Entity School on the administration of technicalities

Indicators	B	Beta	t	Quality Criteria
Sub-components number 1 1.Cooperate and collaborate with other educational institutions, communities and organizations in using learning sources together.	43.327	.400	14.024	1. Publication of the learning sources inside and outside the school that facilitate the instruction for other schools, communities, and other organizations in local contexts. 2. Support and cooperation with other schools, communities, and organizations in using the learning sources together.
2. Promote and support local wisdom to use in educational management.				3. Promotion and support to teachers to include local wisdom in educational management into the relevant learning contents. 4. Promotion and support to students to get the direct learning experience directly from local wisdom.
3. Arrange the training to provide knowledge for local communities appropriately.				5. Arrangement of provision of knowledge to parents and local communities in every semester.
4. Support the local communities to participate in technical activities of the school regularly				6. Promotion and support to local communities to regularly participate in activities on technical aspects of the school.
5. Make the media, technical knowledge documents to publicize the knowledge for local communities appropriately.				7. Production of documents or leaflets to publicize the knowledge for parents and local communities appropriately.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
6. Promote local wisdom and other knowledge in the local and publicize the knowledge to the communities as needed by them.				8. Opening of the floor for learning or experience exchange among individuals, families, and local communities appropriately every year. 9. Opening of the floor to allow local wisdom to be publicized to communities according to the context of communities appropriately
7. Survey the need for the cooperation in developing technical knowledge among schools and other organizations.				10. Survey of the needs for cooperation in developing technical between schools and other organizations.
8. Develop the school to become the learning sources that assist and support on technical knowledge to the local communities.				11. Development of venues and operation room in the school as learning resources. 12. Support and provision of help on technical aspects for local communities appropriately.
9. Promote local communities, organizations and other institutions that organize or arrange education. These three institutions are the ones that develop learning sources on quantity and quality to enhance learning efficiently				13. Promotion of local communities, organizations, and other institutions to arrange the education and develop more learning resources. 14. Encouragement to local communities, organizations, and other institutions to arrange education and develop learning sources to have efficiency in educational management.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
10. Encourage and support learning activities together among schools, individuals, families, communities, local administrative organizations, and other institutions. 11. Arrange activities to exchange learning in the educational management among schools, individuals, families, communities, local and administrative organizations, and other institutions.				15. Promotion and support to hold learning activities together among schools, individuals, families, communities, local administration organizations, and other institutions regularly. 16. Arrangement of Technical Knowledge Day of the school every year. 17. Arrangement of the floor of learning exchange in the educational management among schools, individuals, families, communities, local administrative organizations, and other institutions according the appropriateness of local communities
Sub-components number 2 12. Promote teachers to arrange the learning process that is flexible according to the interest, skill, and characters of the learners	**45.708**	**.422**	**14.794**	18. Encouragement to teachers to arrange instruction in various ways based on the learners' potentials. 19. Encouragement to teachers to prepare teaching instructions through the integration of knowledge from many learning sources.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
13. Promote the teachers to acquire the methods to arrange learning process regularly				20. Encouragement to teachers to inquire the development on the method for arranging the learning process based on the criteria identified by government teachers and academic personnel in sub-committees of school board. 21. Publication on teachers study tours on learning the Best Practice Method regularly.
14. Identify the implementation guideline to measure and evaluate consistently with National Education Act of B.E 2542 (1999) and Second Amendment of B.E 2545 (2003) and the Basic Education Curriculum.				22. Appointment of school board members to measure and evaluate the students learning achievement with participation from all sectors. 23. Measurement and evaluation of the learners in various forms based on the learners' potential. 24. Production of fair judgment criteria on the learning based on the criteria identified by the school.
15. Evaluate to adjust the base or foundation of the learners before studying appropriately				25. Identification of the pre-evaluation of the learners before studying in each group of learning contents. 26. Assessment of the results of the learners during pre-evaluation to clearly adjust the base of the learners.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
16. Implement to measure and evaluate the learners in all aspects systematically and transparently.				27. Implementation to measure and evaluate the learners in all aspects emphasizing on the authentic evaluation
17. Create tools to measure and evaluate that are consistent with learning standards.				28. Creation of tools for efficient evaluation appropriate to the nature of the learners. 29. Having tools for evaluation that are consistent with the learning standards.
18. Implement to measure and evaluate the learners from participation of related sectors.				30. Measurement and evaluation of the learners appropriately through the portfolios, friends, teachers, and parents.
19. Implement to measure and evaluate the learners in various ways and appropriate to learners.				31. Measurement and evaluation of the learners from the tests, portfolios, observation, practice, and various methods that are appropriate to the learners.
20. Make judgment on the learners fairly and transparently.				32. Judgment on the learning result from eight groups of learning contents, activities to develop learners and reading, analytical thinking and writing by the school board members from all sectors.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
21. Make written evidence on evaluation of learners completely and correctly according to related regulations				33. Preparation of documents on measurement and evaluation of the learners based on related regulations. 34. Preparation of measurement and evaluation of the learners correctly.
Sub-components number 3 22. Evaluate the results of using textbooks with participation of all sectors annually.	**25.564**	**.273**	**9.569**	35. Appointment of the committee board for evaluation for the use of textbooks. 36. Evaluate the use of textbooks every year.
23. Have media and new technology for teaching and learning.				37. Preparation of teaching media in multimedia system which is modernized and various for the teaching and learning. 38. Exploration of the data through the internet that can be used efficiently in the teaching and learning.
24. Have the school board members from all sectors to make decision on selecting media and technology for teaching and learning.				39. Appointment of the school board from all sectors for making consideration on selection to use technology-based media in teaching and learning.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
25. Promote to publicize media, innovation, and technology that have been developed by the teachers in the school and in Office of Educational Service Area.				40. Arrangement to have competition on media innovation and technology constructed by teachers. 41. Encouragement to teachers to publicize media, innovation, and technology developed in the school in public and in the Office of Educational Service Area.
26. Supervise, monitor, and evaluate the development and the use of media and technology for the teaching and learning.				42. Appointment of the school board to supervise, to monitor, and to evaluate the development and the use of media and technology in the teaching and learning.
27. Promote doing research for developing the use of media and technology for teaching and learning.				43. Promotion of conducting research for development of the use of media and technology for teaching and learning regularly.
Sub-components number 4	**31.874**	**.294**	**10.317**	
28. Have implementation guidelines for consultation on technical and occupational for the learners that are connected to taking care of the students.				44. Arrangement of the consultation activities on technical and occupational for the learners by integrating the Student Assistance System.
29. Arrange the consultation activities by integration with the teaching and learning arrangement.				45. Support to the consultation on technical and occupational aspects for the learners as appropriate part of instruction.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
30. Develop the system for quality assurance in the school according to the identified law clearly.				46. Identification of the implementation guideline for the internal quality assurance in the school through people participation from all sectors.
31. Have administrative structure that supports the quality assurance in the school with participation from all sectors.				47. Identification on administrative structure that supports internal quality assurance in the school with participation from all sectors.
32. Implement the quality assurance in the school continuously and consider it as part of the implementation.				48. Identification, guideline, and implementation methods for internal quality assurance in school through the integration with normal implementation.
33. Supervise and monitor the quality assurance in the school in all aspects regularly.				49. Identification that all teachers prepare report on the implementation result as their responsibility once in a semester. 50. Supervision and follow up for the internal quality assurance in the school regularly.
34. Develop or create tools for evaluating the internal quality assurance that are appropriate to the context of the school.				51. Analysis and synthesis on the reports on the implementation results of internal quality assurance in the school. 52. Construction of the tools for evaluation of internal quality assurance in each aspect that is appropriate to the school contexts.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
35. Make reports of quality assurance in the school and send them to parent organizations and publicize them to the public.				53. Collection of data on the reports on the implementation results of the teachers and head of units in annual meeting, 54. Synthesis of the data from the report on the implementation of the teachers and heads of unit annually according to the standards and indicators for the internal quality assurance in the school. 55. Production of reports on the implementation results based on the system of internal quality assurance in the school and their presentation to parent organizations and the public.
Sub-components number 5 36. Implement the technicality that is consistent with vision and mission identified in the quality development plan of the educational quality in the school.	**29.313**	**.270**	**9.488**	56. Implementation based on identified vision and mission in the development plan for educational quality. 57. The plan or project on technical that is consistent with vision and mission in the development plan of educational quality.
37. Develop a local curriculum that is consistent with the four curricula of basic education.				58. The framing of local curriculum contents that is consistent with the core curriculum of the basic education.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
38. Create/develop local curriculum by the school board with the participation from all sectors.				59. The local curriculum that is developed by school board members. 60. The development of local curriculum is accomplished through brainstorming with members of all related sectors.
39. The local curriculum of the school has the local learning content that is appropriate to the context of school and community.				61. The learning contents to the local curriculum are consistent with the needs of the learners. 62. The learning contents of local curriculum are appropriate with the context of the school and communities.
40. Make local curriculum based on the knowledge of the local community of the school.				63. The local curriculum is made through integration with local wisdom. 64. The learning contents in local curriculum are prepared based on the content area of the local wisdom as identified by the Office of Educational Service Area.
Sub-components number 6	**29.292**	**.270**	**9.481**	
41. Set the system/model for the real technical exhibition.				65. Identify clearly the model for supervision on technical aspects. 66. Implement supervision in the identified time. 67. Bring results of supervision to clearly develop educational management.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
42. Implement the supervision inside the school systematically and regularly.				68. Implement supervision on technical exhibition and arrange the instruction regularly. 69. Evaluate the process of internal supervision process annually.
43. Set various models for supervision methods that are appropriate to the school context.				70. Identify the model implementation guideline for supervision that is appropriate for the school context. 71. Develop the model and implementation guideline for internal supervision that is appropriate to the school context continuously
44. Implement the supervision with participation from all sectors.				72. The school board members for supervisory tasks come from representatives of all sectors. 73. Implement supervision by school board member of supervision in the school.
45. Arrange visits among schools and create networks of supervision inside the Office of Educational Service Area.				74. Set the exchange of supervisory missions among schools. 75. Create network for internal supervision with the Office of Educational Service Area.
46. Bring the results of the visits to develop the quality of education clearly.				76. Create new knowledge in instructional management continuously. 77. Have the exchange of methods for arranging instructional activities among the teachers in the learning contents.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 7	**19.561**	**.180**	**6.331**	
47. Promote to arrange the learning and teaching activities that are appropriate to the potential and skills of learners.				78. Arrange the instruction and learning activities according to the potential and needs of the learners. 79. Promote the teaching and learning arrangement with learner-centered system.
48. Arrange the environment and climate that facilitate the learning of the learners.				80. Develop environment and climate in the school that facilitate the learning. 81. Promote the use of natural environment and learning sources in the instruction.
49. Arrange activities to develop morality, ethics, and desired characters of the learners in various forms.				82. Arrange activities on music and sports as appropriately to the learners regularly. 83. Arrange activities to promote morality, ethics, and desired characters of the learners in various ways every semester.
50. Promote the learners to love reading and learning.				84. Develop libraries to be up to date learning sources. 85. Arrange activities that promote the use of the libraries in instruction. 86. Arrange regular activities that promote reading.
51. Promote to arrange the learning process on morality, ethics, and values to the learners.				87. Support the teachers to implant morality, ethics, and good values for the learners while arranging the instruction.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
52. Promote the use of media, technology and local wisdom for developing the learning process.				88. Have media and technology with high appropriateness and efficient technology for development of learning process. 89. Promote participation of communities and local wisdom in developing learning process of the learners
53. Arrange the climate and environment that facilitate the development of learning process.				90. Have libraries and operation room that facilitate the development of learning process. 91. The environment and climate in the school are parts of the learning sources.
54. Utilize the learning sources outside and inside the school in various ways and enough for the instruction.				92. Survey the learning sources inside and outside the school that facilitate the instruction. 93. Registration of the available learning sources of the school systematically.
Sub-components number 8 55. Arrange teaching and learning by emphasizing the analytical thinking and the learning by doing.	**21.450**	**.198**	**6.943**	94. Promote the teaching and learning arrangement emphasizing on analytical thinking and learning by doing by the learners in every learning content. 95. Promote the teaching and learning arrangement with contents from local wisdom. 96. Promote the instruction arrangement from learning sources and local establishments.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
56. Promote teachers to use research methods as part of developing teaching and learning process.				97. Hold training on conducting research for every teacher before beginning of first semester. 98. Identify that the teachers conduct research for developing instruction process of at least one topic a year, and make clear regulation /implementation guideline for transferring the learning achievement of students.
57. Set regulations and implementation guidelines for transferring of learning results of the learners.				99. Make regulations /implementation guideline for transferring the learning results of the Learners clearly. 100. Have relevant documents regarding transfer of the learners' achievement completely in all aspects.
58. Launch research to develop the educational quality continuously.				101. Have relevant research on developing education quality of the school.
59. Bring the research findings to use as information for making development plans for educational quality clearly.				102. Gather research results and research findings of the teachers to make technical information 103. Utilize the information from research to be used as part of the data in making clear development plan for education quality.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
60. Conduct the research to develop the system for quality assurance in the school.				104. Bring results of evaluation on internal quality assurance to make information clearly. 105. Bring the results of research to analyze and synthesize the success, opportunities to develop further, and weak points to improve the internal quality assurance. 106. Conduct research for developing the system of internal quality assurance in the school continuously
Sub-components number 9 61. Make plan on technical systematically and clearly with participation of all sectors.	**17.624**	**.163**	**5.704**	107. Making implementation plan according to the guideline of educational management administration in National Education Act, government policy, and parent organizations. 108. Make implementation plan in form of school board at school level. 109. Make implementation plan with clear and systematical steps.
62. Develop/make school curriculum based on the implementation guideline of identified regulations.				110. Identify structure of local curriculum based on the guideline for making the school curriculum.

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
63. Make plan for the use of school curriculum systematically.				111. Identify the guideline for application of the school curriculum systematically with clear steps 112. Implementation of curriculum correctly based on the identified content frame. 113. Summarize the result of application of the school curriculum every year.
64. Appoint the school board members from all relevant sectors and evaluate the results of using the school curriculum.				114. Have school board members to evaluate the application of the school curriculum who come from representatives of all sectors. 115. Evaluate the result of application result of the school curriculum in the identified time.
65. Make implementation manual on technicality in the school.				116. Have implementation guideline on technical based on relevant criteria and regulations.
66. Make technical document based on identified regulations and the school implements it correctly.				117. Have documents on technical based on identified regulations and the school identifies correctly all aspects.
Sub-components number 10 67. Appoint the school board members to select the textbooks with participation from all sectors.	**24.887**	**.230**	**8.055**	118. Have members of school board to select textbooks from the four parts based on regulations

Table 10 (Continued)

Indicators	B	Beta	t	Quality Criteria
68. Select the textbooks based on the criteria identified by the Office of Basic Education.				119. Implementation to select textbooks based on criteria from the Office of Basic Education Commission strictly.
R^2 = .798 ; Adj R^2 = .789 ; S.E. = 3.090 F = 89.230**				

** Statistically significant at P<0.01

Table 10 shows that the indicators for administration in Basic Education Entity School. The component of technical administration has 69 indicators. The factor scores can be analyzed to be 11 sub-components. The analysis of Exploratory Factor Analysis or EFA through the Regression (REGR Factor Score) and the analysis of the sub-components with Multiple Regression method show the following findings. The indicators for administration in Basic Education Entity School and the components on technical administration in each sub-component can together explain the variation of the administration quality in Basic Education Entity School. The technical administration records a statistical significance level at P=0.01 and shows power of prediction of 78.90 on the administration quality in the Basic Education Entity School on technical administration. The indicators in the sub-components number 2, number 1, and number 4 have highest to third highest, respectively, powers for prediction on the administration quality in Basic Education Entity School (on technical administration).While the indicators in sub-component number 11 shows the statistical significance of P>0.05 (not significant). It shows that its power for prediction in the administration quality in Basic Education Entity School on the technical administration is weak. However there are still 10 sub-components 68 indicators and 119 quality criteria for administration quality in Basic Education Entity School that pass the selection.

Table 11 Result of Multiple Regression Analysis of indicators for administration
in Basic Education Entity School on the administration of Budget

Indicators	B	Beta	t	Quality Criteria
Sub-components number 1	**39.973**	**.369**	**15.201**	
1. Record the withdrawal of the supplies and bring the supplies to use for each department systematically.				1. Have clearly written record and documents on withdrawal of supplies or usage of supplies in projects or activities of each unit.
2. Purchase the supplies in accordance with annual implementation plan.				2. Implement to purchase supplies as identified by the projects/activities of the unit including on the aspect of time and type of supplies needed for use.
3. Have documents used in the supplies traffic completely as identified by regulations.				3. Prepare documents used for supply works as identified by regulations.
4. Check supplies annually at the time identified in regulations.				4.Appoint the school board from four units to check the supplies annually. 5. Implement the check on supply annually and finish within September of every year.
5. Able to identify the list form or model or specification of supplies or the construction based on principles of transparency, justice, fairness, and benefit of government.				6. Identify the list or specification of supply or the construction supplies based on the principle of transparency, justice and benefits for government in getting funds for the budget or other types of funds in the school.
6. Make information on purchasing for supplies using computer programs received from the Office of Basic Education Commission.				7. Use the computer program that is received from the Office of Basic Educational Commission to prepare information technology in the supply work correctly.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
7. Make the information data on supplies that responds to the need of the school.				8. Analyze the information in supply work which will be used for making plan of purchasing the supply based on the actual needs of the school.
8. Purchase the supplies in the system with transparency and procedures.				9. Implement to buy the supply based on the identified steps in Regulations of Office of the Prime Minister on Procurement of B.E 2535.
9. Procure supplies with the budget and funds from outside the budget correctly as identified by the related regulations.				10. Implement to purchase all types of supply with the funds in the budget or other budget outside the normal budget correctly based on related regulations.
10. Evaluate the purchasing of supplies annually by all sectors.				11. Implement the evaluation of the purchasing of supply annually from all sectors or units in order to maximize the spending transparently, effectively, efficiently, and responsibly for the success of the work of all sectors.
11. Control the supply cycle systematically by considering on economization and efficiency.				12. Implement the control over the supply systematically by considering on economizing and efficiency in keeping, controlling, and distributing the supplies.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
12. Keep the supplies according to the identified guidelines in the related regulations.				13. Have appropriate and safe place to keep supplies. 14. Keep and maintain supplies appropriately based on the rules of Regulations of Office of the Prime Minister on Procurement of B.E 2535.
13. Register damaged supplies by using the methods identified in the related regulations.				15. Appoint the school board members to check damaged supplies. 16. Distribute or dispose of the damaged supplies correctly based on identified methods in regulations.
14. Identify the criteria and implementation guidelines in looking from benefits from school assets transparently.				17. Have clear criteria implementation guideline in making benefit out of school assets. 18. Control and check the making of benefit out of school assets from related sectors.
15. Ask for agreement from the school board of the school in seeking for benefits from the school assets before every implementation.				19. Members of school board of the school acknowledge and agree in making benefit out of school assets before every implementation.
Sub-components number 2 16. Report the spending of budget to the director of the school during the implementation and the end of project.	**45.425**	**.419**	**17.724**	20. Supervise and follow up the persons who have responsibility on projects/activities and report the result of spending of the budget during the implementation and at the end of projects/activities strictly.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
17. Make report on the implementation then send it to the parent organizations and publicize to the public at the end of budget term.				21. The school makes report on results of spending of budget and presents it to parent organization and open to public at the end of fiscal year.
18. Appoint the school board to check the monitoring for the spending of budget.				22. Have committee board to check monitor the use of budget with participation of all sectors.
19. Check the use of budget based on the objective that is allotted transparently.				23. Implement the check to use of budget based on objective of the funds and every piece of expenditure is based for its intended use.
				24. Implement the audit for the use of budget by the school board on auditing of budget.
20. Show income and expenditures of the budget use per quarter and end of fiscal year to the Office of Educational Service Area.				25. Make written accounting record on income and expenses resulting of budget use in every quarter and in all fiscal years and send it to the Office of Educational Service Area in due time.
21. Show income and expenditures according to the plan and outside to the school board of Basic Educational School and public openly.				26. Make bookkeeping showing income and expenses according to the plan and outside the plan to the school board of the school and the public openly every fiscal year.
22. Check the efficiency of spending of the budget through the Unit Cost Calculation.				27. Implement to find the break-even point of projects and activities by using the Unit-Cost Calculation Method.

Table 11   (Continued)

Indicators	B	Beta	t	Quality Criteria
23. Check the implementation results based on the indicators for the productivity identified in the annual implementation plan.				28. Implement to check the implementation results based on indicators for the productivity of the projects and activities identified in the annual implementation plan.
24. Report the efficiency on spending of the budget according to the annual implementation plan to the school board of the school and the Office of Educational Service Area.				29. Make the report on the efficiency of using the budget on maximizing the budget value in term of usage of resources, the achievement on the productivity, and practical suggestion for implementation for policy based on annual implementation plan to the school board of the school and the Office of Educational Service Area.
Sub-components number 3	**42.409**	**.391**	**16.127**	
25. Have strategic plan that is consistent with philosophy and policy of educational administration of the Office of Educational Service area and the Office of Basic Education Commission.				30. The strategic plan is clearly responsive to philosophy or policy of educational arrangement/management of the Office of Education Service Area and Office of Basic Education Commission.
26. Make strategic plan by analyzing the environment of the school with participation from all sectors.				31. Have brainstorming with all sectors in analyzing the environment of the school. 32. Identify the direction of the school by identifying the vision mission and target together. 33. Identify the strategy of the school with participation of all sectors.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
27. Ask for consensus on the strategic plan from the school board.				34. Ask for agreement on present and strategic plan to the school board of the school based on the known steps before applying for the school administration.
28. Make the frame of the budget in advance in medium term of three years from the strategic plan.				35. Make the budget frame of expense in advance in moderate term (three years) that covers the strategic issues identified within the strategic plan. 36. Calculate the budget expenses in moderate term (three years) in advance.
29. Identify the target of success and indicators from the strategic plan.				37. Identify the achievement target or success and clear indicators for the strategies.
30. Have annual implementation plan that is consistent with the strategic plan of the school.				38. Make annual implementation of plan based on strategic issue identified in strategic plan of the school.
31. The annual implementation plan must cover four missions of the school.				39. Projects or activities identified in annual implementation plan must cover the four aspects of mission of the school.
32. The annual implementation plan of the school has projects/activities and budget that is consistent with the budget frame of expenses in medium term.				40. Identify the budget in projects or activities through the methods of Unit-Cost Calculation. 41. Allot the budget for the project/activities in the annual implementation based on the budget frame in the moderate terms.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
33. Ask for agreement on the annual budget implementation to the school board.				42. Present and ask for approval on the annual implementation plan on the budget to the school board of the school before the application.
34. Approve the expense of budget according to the time identified in the annual implementation plan.				43. Projects and activities in the annual implementation plan are identified in the due time to expend the budget clearly. 44. The approval of spending budget is right on the time as identified in annual implementation plan.
35. Make document for the spending of budget correctly based on the identified steps				45. Write document for the withdrawal budget of the project plus activities based on the identified steps.
Sub-components number 4	**24.721**	**.228**	**9.401**	
36. Appoint the school board to keep cash at hands of at least three people.				46. Have in school board of at least some members to keep reserved cash in case of emergency spending.
37. Bring the state-income in all types that the school gets and then send the unused parts back to the treasury correctly.				47. Bring the unused state income that the school receives and send them back to state treasury.
38. Make bookkeeping in all types of financial relations.				48. Make bookkeeping or finance to cover all types of bookkeeping for the sub-organization (B.E 2515/1972) or the sub unit of B.E 2544 (2001).

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
39. Implement bookkeeping correctly based on the accounting principles for sub-organizations.				49. Make bookkeeping or finance based on accounting systems to cover all types of bookkeeping for the sub-organization B.E 2515 (1972) or the sub unit B.E 2544 (2001).
40. Implement financial report and the financial budget correctly according to the controlling system.				50. Make report on financial status,budget,and types of budget correctly based on the financial control system of sub-unit in B.E 2515 (1972) or sub-unit B.E 2544 (2001).
41. Have accounting document form, registration of financial control, and the report form of financial status correctly according to the accounting principle for sub-organizations.				51. Have bookkeeping registration to control the funds use in all types and the model of reporting the financial status that covers everything based on the principle of accounting for the sub-unit in B.E 2515 (1972) or sub-unit B.E 2544 (2001).
Sub-components number 5	**48.742**	**.450**	**18.535**	
42. Make data system on the resources and support the educational management.				52. Survey the resources that support educational management. 53. Make the data system on resources that support the educational management both from the government sector, private sectors, and other local organizations.
43. Make implementation guideline to ask for support according to relevant regulations.				54. Identify the implementation guideline for asking for support from all types of resources based on relevant regulations.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
44. Publicize to ask for support on resources and investments for education.				55. Publication to ask for support on resources and investments for education appropriately to the context of the school.
45. Survey learning resources, local wisdom, and local business establishment that can be useful for educational management.				56. Have information on learning sources, local wisdom, and business establishment that can be used for educational management.
46. Identify the implementation guideline for maximized use of resources for education.				57. Have clear criteria and implementation guideline for using resources for education.
47. Promote the use of resources for education in the teaching and learning arrangement.				58. Encourage teachers to use resources for education. They can be both the natural and human resources for the arrangement of teaching and learning.
48. Promote and cooperate in using the resources for education with local communities.				59. Cooperate with and invite other units in local communities to use the resources for education together.
Sub-components number 6	**22.306**	**.206**	**8.482**	
49. Implement the fund loan for education transparently with equity.				60. Have implementation of funds and loan for education through school board that has representatives from teachers, parents, and students.
50. Implement the fund of loan for education correctly based on the related regulations.				61. Have implementation on fund loan for education based on regulations.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
51. Have the safety box to keep cash in hands and in safe place.				62. Have safety box for keeping reserved cash in safe places.
Sub-components number 7 52. Implement on getting budget, available funds outside the budget, and income of the school correctly based on related regulations	**16.874**	**.156**	**6.417**	63. Make accounting documents on bookkeeping for received budget, funds outside the budget, income of the school, and the other incomes based on related regulations.
53. Implement on spending of budget, available funds outside budget, and income of the school correctly based on relevant regulations.				64. Make accounting or bookkeeping on spent budget, spending the money outside the budget, fund that is income of school, and other incomes based on related regulations.
54. Prepare petty cash in identified amount as identified in related regulations.				65. Have reserved cash in the school but not more than the amount identified in regulations.
Sub-components number 8 55. Implement to withdraw all types of the budget from the Office of Educational Service Area through the GFMIS system.	**23.513**	**.217**	**8.941**	66. Use the GFMIS system in the withdrawal of budget system in all types from the Office of Educational Service Areas.
56. Report the unused budget and send back to the Office of Educational Service Area within 15 days of the next month.				67. Make the report on the unused budget and send it back to the Office of Educational Service Area within 15 days of the following month.

Table 11 (Continued)

Indicators	B	Beta	t	Quality Criteria
57. Analyze the need of using supplies from departments/sections in term of amounts of supplies and time to use supplies.				68. Survey the needs of supply from all units before the purchase. 69. Analyze the needs of supply from all units in terms of types of supply, number of supplies, and the time needed based on the annual implementation plan.
Sub-components number 9 58. Implement a system for transferring and changing the budget that is left over from the spending based on the identified regulations and order.	**14.075**	**.130**	**5.352**	70. Make report of projects/activities that withdraw the budget lower than the allotment before the end of fiscal year. 71. Implement to ask for transfer and changing of budget that is unused based on regulations and order correctly
59. Report the outcome of spending the budget to the Office of Educational Service Area and the Office of Basic Educational Commission based on the identified report form.				72. Make report on the withdrawal of budget and send it to the Office of Basic Education Commission through the Office of Educational Service Area based on the report form at the end of fiscal year.
$R^2 = .853$; Adj $R^2 = .847$; S.E. = 2.630 F = 144.845[**]				

[**] Statistically significant at P<0.01

Table 11 shows that the indicators for administration in Basic Education Entity School. The component of budget administration has 59 indicators. The factor scores can be analyzed to be 9 sub-components. The analysis of Exploratory Factor Analysis or EFA through the Regression (REGR Factor Score) and the analysis of the sub-components with Multiple Regression method show the following findings. The indicators for administration in Basic Education Entity School and the components on budget administration in each sub-component can together explain the variation of the administration quality in Basic Education Entity School. The budget administration records a statistical significance level at P=0.01 and shows power of prediction of

84.70 on the administration quality in the Basic Education Entity School on budget administration. The indicators in the sub-components number 5, number 2, and number 3 have highest to third highest, respectively, powers for prediction on the administration quality in Basic Education Entity School (on budget administration). There are still 9 sub-components 59 indicators and 72 quality criteria for administration quality in Basic Education Entity School that pass the selection.

Table 12 Result of Multiple Regression Analysis of indicators for administration in Basic Education Entity School on the administration of Personal Administration

Indicators	B	Beta	t	Quality Criteria
Sub-components number 1	**30.692**	**.283**	**9.840**	
1. Make implementation guideline for implementation on commands to stop working and firing the staff and educational personnel in advance based on regulations.				1. Make implementation manual for implementing about ordering government teachers to stop government work and to quit the job and give manual to every teacher.
2. Make implementation guideline on the report of the disciplinary implementation report on government teachers and educational personnel correctly based on related regulations.				2. Appoint the school board to implement disciplinary action against government teachers at the school level. 3. Make manual for reporting on the implementation on disciplinary action against government teachers in the schools based on related regulations.
3. Make implementation guideline on appealing and complaining for government teachers and educational personnel correctly based on regulations				4. Make manual on making appeals and complaints for government teachers at the school level based on related regulations.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
4. Make implementation in implementation on leaving the government work in all cases among government teachers and educational personnel correctly based on regulations.				5. Make manual for all types of leaving the job for all government teachers at the school level based on regulations.
Sub-components number 2	**39.749**	**.367**	**12.743**	
5. Identify guidelines in checking and preventing the wrongdoing or malpractice to the practice of government teachers and educational personnel.				6. Identify guidelines and methods to check and prevent wrongdoings in term of discipline among government teachers in the school. 7. Implant regularly awareness and pride in the occupation of government teachers.
6. Implementation of issuance for occupational licenses and renewal of the licenses for government teachers and educational personnel correctly based on identified regulations.				8. Issuance of teaching licenses and renewal of teaching licenses for every government teacher who performs duties in the school in due time as identified by regulations. 9. Make the updated registration of history of teachers who ask for occupational license or its renewal at the school.
7. Make development plan of government teachers and educational personnel.				10. Make development plan for government teachers who are recruited and appointed to be teachers. 11. Appoint the school board to prepare for concentration development based on identified regulation.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
8. Develop government teachers and educational personnel according to known criteria before giving assignments.				12. Inform the criteria and method for development for government teachers and educational personnel before assigning them duties.
9. Develop government teachers and educational personnel during the implementation based on the identified plan.				13. Develop the government teachers and educational personnel during the implementation based on the development plan.
10. Evaluation the development of government teachers and other educational personnel systematically.				14. Evaluate the results of development of government teachers focusing on the participation from all sectors as identified in relevant regulations.
Sub-components number 3	**37.628**	**.347**	**12.063**	
11. Have order to appoint school board to consider promotion of salaries and ranks for government teachers and educational personnel.				15. Select the school board members from all sectors to consider promotion on ranks and salary of government teachers. 16. Appoint school board members to consider salary or rank promotion for government teachers openly.
12. Have criteria for making judgment on placement of government teachers and educational personnel clearly				17. Have criteria built with participation from stakeholders to consider implementation result of government teachers in the school. 18. Have criteria to make consideration on implementation results of government teachers from parent organizations.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
13. Announce considerations on salaries and ranks promotion for all teachers every time.				19. Announcement to consider salary or rank promotion openly to all government teachers every due time. 20. Give opportunities to government teachers to make inquiry regarding the result of salary and rank promotion in all cases.
14. Record correctly and update the summary of leave taking of the personnel who perform the work in the school.				21. Record the leave-taking day of the personnel in registration book on the implementation of work on official working days. 22. Summarize the leave-taking day of personnel who perform the work in the school on monthly basis.
15. Implementation of promotion of compensation rank for the government officers correctly based on the authority assigned by the Office of Basic Education Commission.				23. School directors evaluate the result of implementation of all government officers. 24. Implement to promote the compensation rank of the government officers transparently and accountably.
16. Implementation of all types of leave-taking correctly based on relevant regulation of government teachers, permanent staff, government officers, and temporary staff.				25. Supervise and check all types of leave of government teachers, permanent staff, government officers, and temporary staff based on related regulations.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
17. Report correctly and update the leave-taking data of government teachers and educational personnel to the Office of Educational Service Area.				26. Make statistics on leave-taking day of government teachers individually. 27. Prepare summary of leave-taking days of government teachers and report it to the Office of Educational Service Area.
18. Every government teacher and educational personnel who perform the work in the school has the teaching license that is updated.				28. Every civil servant who works in the school must have occupational license that is updated.
Sub-components number 4 19. Make registration of controlling and issuing all types of confirmation letter systematically. 20. Implement to ask for The Most Auspicious Order of the Rajamitrabhorn and The Chakrabarti Mala Medal for government teachers and educational personnel according to criteria and the method that are identified by the laws	**31.888**	**.294**	**10.223**	29. Have registration of controlling the issuance of all types of confirmation letter. 30. Survey the government teachers who have qualification according to criteria that deserve to be present the name to get the Most Auspicious Order of the Rajamitrabhorn and the Chakrabarti Mala Medal. 31. Make request for The Most Auspicious Order of the Rajamitrabhorn to government teachers within the time identified by parent organizations.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
21.Make correct and updated registration of persons who receive the Most Auspicious Order of the Rajamitrabhorn, The Chakrabarti Mala Medal, and the persons who returned the Most Auspicious Order of Rajamitrabhorn. 22. Survey and collect data of government teachers and educational personnel who have good qualification and arrange rank promotions correctly annually. 23. Hold meetings to identify criteria and methods for government teachers and educational personnel to promote their ranks based on the identification of government teachers and Educational Personnel Sub-Committee.				32. Have the correct and updated registration to monitor the history of persons who get the Most Auspicious Order of the Rajamitrabhorn and the Chakrabarti Mala Medal and the persons who return the first medal. 33. Have data on government teachers who reach qualification to get promotion on ranks in each level correctly in every fiscal year. 34. Hold meetings to identify criteria and methods of evaluation for all government teachers who have qualification to get promotion of rank at each level.
Sub-components number 5	**29.224**	**.270**	**9.369**	
24. Promote and develop government teachers and educational personnel to have and move along the ranks for every personnel. 25. Directors and administrators of the school behave as good models for their subordinates.				35. Support and encourage all government teachers to receive occupational development in order to have and get promotion in ranks. 36.Directors/administrators of the school behave as good model on disciplinary, morality, and ethics rigidly.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
26. Promote and support regularly government teachers and educational personnel to develop their works and themselves to have quality and efficiency.				37. Give opportunity to government teachers to development themselves to have quality and efficiency regularly as identified by government teachers and the educational personnel committee.
27. Submit the name list of government teachers and educational personnel to get complimentary or honorable insignia to the Office of Educational Service Area.				38. Select government teachers who deserve compliments, rewards, or insignias of honor from the school after all sectors participate in consideration. 39. Propose the names of government teachers who get selection from the school to get complimentary, rewards, or insignia of honor from the Educational Service Area in due time.
28. Develop government teachers and educational personnel to behave and practice according to the standard conduct of code and occupational ethics.				40. Encourage government teachers to behave according to code of conduct, behavior standards, and occupational ethics rigidly. 41. Give honor to government teachers who behave according to code of conduct, behavior standards, and occupational ethics strictly.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
29. Identify criteria/guideline to control supervision and promote government teachers to behave and practice following the standard conduct of code and occupational ethics.				42. Identify the criteria and methods to promote government teachers to behave to follow code of conduct, behavior standards, and occupational ethics at the school level. 43. Identify guidelines to control and supervise government teachers to behave following the regulations on discipline, standard behavior, and occupational ethics.
30. Promote and develop government teachers and educational personnel to be self-discipline.				44. Implant awareness and develop government teachers to be self-disciplined.
Sub-components number 6 31. Identify the position or propose to get positions of educational personnel based on the work force ratio plan to the Office of Educational Service Area.	**25.861**	**.239**	**8.291**	45. Identify or request positions for educational personnel according to the field or subject needed in the main workforce plan and teacher per student ratio plan then send request to the Education Service Area.
32. Get allotment of work force ratio and position of government teachers and educational personnel according to the work force ratio plan of the school.				46. Receive allotments of work force and position of government teachers that cover every personnel based on the workforce ratio plan of the school.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
33. Implement recruitment for government teachers, government officers, permanent staff, temporary staff based on the area of authority assigned by Government Teachers and Educational Personnel Sub-Committee from the Office of Educational Service Area.				47. Implement to find, recruit, and appoint government teachers, government officers, permanent staff, and temporary staff based on the area and authority assigned by government teachers, educational personnel, and sub-committees in the Office of Education Service Area.
34. Get allotment for work force ratio and positions of government teachers and educational personnel consistent with the field or subject that the school wants.				48. Recruitment of workforce and positions of government teachers responds to the workforce ratio plan of the school.
35. Implementation on asking for change of position of government teachers and educational personnel based on their authority area assigned by the Office of Basic Educational Commission.				49. Implement the exchange of positions among government officers based on the authority assigned by the Office of Basic Education Commission, for the benefit of government in case on voluntary case or in case on withdrawal.
36. Make request to transfer or move school administrators, government teachers, and educational personnel according to the criteria for moving or transfer transparently.				50. Inform the criteria, method, and implementation guideline for requests for transfer of all government teachers to be announced in identified time. 51. Submit the request to school director to move government teachers who have qualification based on criteria for transfer in the identified time.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 7	**31.394**	**.290**	**10.065**	
37. Have the data about government teachers and educational personnel complete and updated.				52. Make portfolio or CV for government teachers and educational personnel individually. 53. Record and update regularly the data of every government teacher covering all lists.
38. Analyze and evaluate the needs for work force size according to the context of communities and the school.				54. Hold meetings with teachers and listen to opinions from people who are related to the workforce ratio the school needs. 55.Analyze the mission and needs for workforce ratio according to the context of community and the school with participation from all stakeholders.
39. Settle the work force based on the criteria identified by Government Teachers and Educational Personnel Sub-Committee.				56. Calculate workforce ratio based on the criteria identified by government teachers and educational personnel committee and number of students and class arrangement.
40. Propose the work force ratio plan to the school board members of the school and the Office of Educational Service Area				57. Ask for agreement or approval on the workforce ratio plan to school board of the school. 58.Propose the need, number, and government teachers ratio as classified by the subject or field based on criteria identified by government teachers and educational personnel committee and submit this proposal to the Office of Educational Service Area.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 8 41. Make standards and the minimum necessary duties of government teachers and educational personnel.	33.541	.309	10.753	59. Make standards and mission statements with participation of all parties. 60. Make common agreements of the school in the lowest responsibilities of work on each aspect that every teacher must perform.
42. Identify the criteria and evaluation methods of the performance that are consistent with types of job.				61. Identify the criteria and the evaluation method by considering from the constituency the results and the types of work.
43. Announcement of evaluation results of performances of the government teachers and educational personnel openly that can be checked.				62. Announce the result of evaluation on government teachers openly. 63. The persons who are evaluated can check the results of their evaluation.
44. Hold meetings to inform the government teachers and educational personnel to understand, be aware, and know about the criteria on making appeals and complaints.				64. Hold meetings to identify and inform the criteria on making appeals and complaints for government teachers. 65. Announce to government teachers when there is additions or changes on the criteria for appeals and complaints by government teachers.
Sub-components number 9 45. Make the portfolio registration of history for government teachers and educational personnel systematically	14.275	.132	4.576	66. Make portfolio for all government teachers in the school. 67. Make registration of government teachers' history by using a program called POR.8 Electronic.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
46. Record histories or curriculum vitae of government teachers and educational personnel.				68. Record the changes in the historical data of government teachers to update it regularly.
47. Make the registration to control the history of having identity cards among personnel of government agencies systematically and clearly.				69. Have registration to control the history of identity cards for officers of government that is updated.
48. Implementation on asking for confirmation letter in all types correctly based on regulations.				70. Request for confirmation letter by giving clear reasons and necessity. 71. Issuance of all types of confirmation letter must be based on Regulations of the Office of the Prime Minister on Content of B.E 2526 (1983).
Sub-components number 10 49. Can implement the transfer and accept transfer of government teachers and educational personnel based on the authority assigned by the Office of Basic Education Commission.	22.829	.211	7.319	72. Implement request and reception of transfers of government teachers inside and outside the parent organizations based on authority assigned by the Office of Basic Education Commission, i.e. in case the person who asks for transfer or in case that the school is willing to accept the transfer.

Table 12 (Continued)

Indicators	B	Beta	t	Quality Criteria
50. Implementation on the leave for education of the government teachers and educational personnel based on relevant regulations				73. Inform the criteria regulation on leave-taking for all government teachers in the school. 74. Implementation on taking leave for education to government teachers based on related regulations in case a teacher asks for leave for education.
R^2 = .793 ; Adj R^2 = .875 ; S.E = 3.119 F = 95.716[**]				

[**] Statistically significant at P<0.01

Table 12 shows that the indicators for administration in Basic Education Entity School. The component of personnel administration has 50 indicators. The factor scores can be analyzed to be 10 sub-components. The analysis of Exploratory Factor Analysis or EFA through the Regression (REGR Factor Score) and the analysis of the sub-components with Multiple Regression method show the following findings. The indicators for administration in Basic Education Entity School and the components on personnel administration in each sub-component can together explain the variation of the administration quality in Basic Education Entity School. The budget administration records a statistical significance level at P=0.01 and shows power of prediction of 78.50 on the administration quality in the Basic Education Entity School on personnel   administration. The indicators in the sub-components number 2, number 3, and number 8 have highest to third highest, respectively, powers for prediction on the administration quality in Basic Education Entity School (on personnel administration). There are still 10 sub-components 50 indicators and   74 quality criteria for administration quality in Basic Education Entity School that pass the selection.

Table 13 Result of Multiple Regression Analysis of indicators for administration
in Basic Education Entity School on the administration of
General Administration

Indicators	B	Beta	t	Quality Criteria
Sub-components number 1	**40.655**	**.375**	**19.635**	
1. Have collaboration network on publication between schools and communities.				1. Create cooperation and network of publication between school and school board and committees.
2. Publication of school work in various media.				2. Systematically publicize the work of the school in various ways based on identified guideline continuously.
3. Monitor evaluation of the publication, publish, and monitor the result regularly.				3. Implement the regular follow up for the result of publication emphasizing on participation of publication network between the school and the communities.
4. Evaluate the risk and prioritize the risk with participation from all sectors.				4. Evaluate risks and prioritize risks from all units with participation from all stakeholders.
5. Train and create understanding on rights and duties in educational management of individuals, families, communities, organizations, local business establishment, other organizations, parents, and local communities				5. Arrange trainings to create understanding on rights and responsibilities in educational management of individuals, families, communities, organizations, business establishments, other organizations, and parents' communities in service area of the school.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
6. Promote and support the individuals, families, organizations, business establishments, and other organizations to arrange the education.				6. Collaborate with the Office of Educational Service Area in promoting and supporting individuals, families, committees, organizations, business establishments, and other organizations to arrange education based on the potential and appropriateness to their conditions in every chance.
7. Create the quality criteria to check and evaluate the results of educational development.				7. Create quality criteria in checking and evaluating the results of educational development of the school.
8. Survey and identify the missions that require cooperation with government units in the region and the local for the educational management.				8. Identify main missions and the assigned mission from parent organization that requires cooperation between governmental organizations at regional and local levels in educational management.
9. Collaborate with governmental units in region and local in arranging the education together with the school.				9. Cooperate with government organizations at the regional and local levels to arrange education together with the school regularly.
10. Follow up, check, and evaluate the educational development based on the constructed quality criteria.				10. Implement follow up, check, and evaluate results of educational development based on quality criteria constructed by the school in due time.
11. Survey the risk factor based on the strategic plan with the participation from all sectors.				11. Identify all parties and survey the risk factors in strategic plan with participation from all stakeholders.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 2	**50.122**	**.462**	**24.207**	
12. Have system and network of information in educational management.				12. Make a database on various aspects in educational management of the school that covers all sectors. 13. Survey databases of organization of other organizations that are related and benefitting to the mission in educational management of the school.
13. Have database of information technology that is consistent and connected with the database of the Office of Educational Service Area and Office of Basis Educational Commission.				14. Make database with the computer programs that are consistent and connected to data system of the Office of Educational Office Area and the Office of Basic Education Commission.
14. Publicize the information for educational management for the public.				15. Publicize the information for educational management of the school to the organization and other organizations.
15. Personnel under school have knowledge and can use the information network system of the school.				16. Develop the knowledge, abilities, and skills of personnel in the school to be able to use database regularly. 17. Promote and support personnel in the school to use the information network system in the school in instructional management. 18. Arrange activities for learning exchange and the use of information network within the school units continuously.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
16. Evaluate the network system of information technology every year.				19. Improve and develop the information technology network system during the application regularly. 20. Evaluate the information technology network system at every fiscal year.
17. Collaborate with external organization to create and develop the system of data network				21. Cooperate with outside organizations and others that arrange education to make agreement in developing the system of information network together.
18. Have appropriate educational network that is appropriate for the mission of educational management.				22. Make system of educational network consistent with the mission of educational management.
19. Have development plan on education and the implementation plan annually.				23. Make the educational development plan and the annual implementation plan in educational management systematically.
20. Identify clearly the standard for implementation based on the structure and indicators of success.				24. Identify standard of implementation for each unit based on administrative structure of the school that covers all aspects. 25. Identify indicators to measure achievements in each standard for implementation of each unit in the school clearly.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
21. Measure and evaluate the result implementation based on indicators that are consistent with educational development plan and annual implementation plan.				26. Implement the measurement and evaluation of implementation in each unit based on indicators that are consistent with educational development plan or annual implementation plan.
22. Report the results of implementation plan based on the educational development then present them to stakeholders annually.				27. Make report on implementation results based on the educational development plan and present the report to committee of the school and the Office of Educational Service Area every fiscal year.
Sub-components number 3 23. Identify clearly the structure of administration .	**32.998**	**.304**	**15.937**	28. Identify the structural division of work in each unit based on related regulations.
24. Report the result of educational development yearly to the school board members of the school and then publicize the results to public.				29. Make report on the results of education development annually and present it to school board of the school and publicize in public every fiscal year.
25. Make the system for internal control based on criteria of Office of the Auditor General of Thailand.				30. Make plan for the arrangement of system of internal control in the school based on criteria set by the Office of the Auditor General of Thailand. This office with participation with all sectors will do the followings.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
26. Monitor and evaluate the internal control at the end of each semester.				31. Monitor and follow up results of implementation through the internal control based on the identified measurement and improvement from time to time. 32. Evaluate results of internal control based on identified measurement at the end of every semester.
27. Report results of internal control or supervision to the Office of Educational Service Area and the Office of the Auditor General of Thailand.				33. Make report on internal control through the Office of Educational Service Area and the Office of the Auditor General of Thailand in due time (annually).
28. Arrange activities that promote morality and ethics to appropriately reorient or adjust the behavior of the learners.				34. Arrange activities that promote morality and ethic for the learners in various forms continuously.
29. Arrange activities, promote, and develop the desired characters of the learners regularly				35. Arrangement of regular activities to improve the desired character of the learners. 36. Give awards for students who behave well in arranging activities on important days. 37. Announce the honors by the school board and public for students who behave well.
30. Cooperate with parents and communities to take care and adjust the undesired behavior of the learners.				38. Arrange meeting at least once in a semester to create understanding and cooperation with parents and communities to take care and correct undesired behavior.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 4	**29.416**	**.271**	**14.207**	
31. Assign the responsibility based on the knowledge competence of the personnel based on the standard in hierarchy and administration structure.				39. Identify personnel to perform duties using their knowledge and ability in each standard /administration structure of the school appropriately.
32. Promote government teachers and educational personnel to attend trainings, do research, and join study tours outside the school.				40. Support and encourage government teachers to attend trainings, conduct research, and join study tours outside the school regularly.
33. Make implementation plans and projects for government teachers, educational personnel, and students for the study tours to other places.				41. Make project in annual implementation for government teachers and students in all learning content groups to the study tours outside school at least once in a semester.
34. Arrange activities for students to have study tour in other places according to the implementation plans/projects.				42. Arrange activities for students to study tours out of school according to plan or project as identified time in every project.
35. Identify the guideline for implementation of student activities with participation from all sectors.				43. Identify guideline for implementation on student activity by allowing participation by the students in planning process with related sectors.
36. Arrange activities that promote the learners according to their skills and interests in various ways.				44. Arrange activities that promote the learners according to skill and potential in various ways with student participation regularly.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 5	**28.000**	**.258**	**13.523**	
37. Survey the needs and necessity for educational management.				45. Survey the needs and necessity and use technology for educational management in each unit regularly.
38. Bring innovation and educational technology to use in educational management.				46. Have innovation and education technology in educational administration sufficiently and appropriately to the school context.
39. Develop the personnel to have knowledge and capability to use and maintain the innovation and technology for education.				47. Arrange the training for personnel in the school to have knowledge and ability in using and maintaining the innovation and educational technology. 48. Encourage personnel in the school to attend the development of knowledge on innovation and educational technology regularly.
40. Promote personnel to create media innovation and educational technology.				49. Promote and support personnel in the school to create media innovation and technology in administration and educational activities of the school.
41. Promote learning exchange on media production of new media, innovation, and educational technology among the schools.				50. Arrange open floor for learning exchange on producing and creating media innovation and technology among schools. 51. Promote to have the study, research and development of innovative media and technology for education.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
42. Evaluate the use of media, innovation, and educational technology every year.				52. Evaluate and maximize the use of media innovation and technology of education appropriately into educational management process in every fiscal year.
Sub-components number 6	**25.669**	**.237**	**12.397**	
43. Promote culture in organizational implementation that the organization becomes a learning organization.				53. Promote to have the learning and exchange of the knowledge within the school units. 54.Promote the knowledge management in performing implementation of each unit continuously.
44. Make information for government teacher and educational personnel at individual level.				55. Make information on the capability of government teachers individually.
45. Develop government teachers and educational personnel based on individual information that is consistent with implementation and administration standard.				56. Implement to develop capability of government teachers based on the individual information and consistent with implementation standard or administration structure of the school.
46. Promote and support the improved supply and equipment used for implementation sufficiently.				57. Look for good supply providers and use in the implementation of each unit of supply efficiently.
47. Identify common agreement from all sectors in evaluation of the performance result of government teachers and educational personnel.				58. Identify criteria and evaluation method for implementation of government teachers by allowing personnel in the school to consider and make common agreement in the school.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
48. Create tools for evaluation of the performance according to standards.				59. Create tools or evaluation on the implementation based on implementation that is appropriate to the school contexts.
49. Evaluate the performance based on the constructed tools in all units in the school.				60. Evaluate the implementation results based on the tools constructed by the school to cover every school unit.
Sub-components number 7 50. Can express the opinion on establishment, dissolution, or abolishment of schools based on related regulations.	**30.265**	**.279**	**14.617**	61. Implement the expression of opinion on establishment and dissolution of the schools based on related regulations of the Office of Educational Service Area.
51. Listen to opinions of parents and communities before sending or showing opinions on establishment and dissolution of the school.				62. Survey and listen to the opinions of parents and communities before proposing the opinion on establishment and dissolution of schools to the Office of Educational Service Area.
52. Make development plan for educational management from informal, non-formal, and informal ways based on the school context.				63. Survey community needs and school readiness in identifying the formal, non-formal, and informal educations. 64. Make development plan for arrangement of formal, non-formal, and informal educations that are consistent with the guideline of the Office of Educational Service Areas.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
53. Implement to arrange the education that responds to the needs of parents and communities with appropriateness to the potential of the school.				65. Implement to arrange education according to the needs of parents and communities and appropriate to students' potentials and the school.
Sub-components number 8	**24.711**	**.228**	**11.934**	
54. Bring the system of information technology network and ICT to use in the implementation of learning contents.				66. Bring the system of network system of information technology communication or ITC system to use in implementing contents and creating connection between the school and the Office of Educational Service Areas.
55. Keep the government documents systematically and safely.				67. Implement to keep document and system safely based on Regulation of the Office of Prime Minister on State Secret of B.E 2544 (2001).
56. Have the building and environment that facilitate the educational management with security.				68. The buildings and environment facilitate educational management and provide security.
57. Maintenance of buildings and environment in good condition.				69. Maintain the buildings and environment to provide security to use in educational management.
				70. Identify criteria and method to use buildings for implementation for everyone to know and practice properly.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
Sub-components number 9	26.637	.246	12.865	
58. Implement the contents correctly based on the regulations.				71. Implement the contents on receiving and sending government letters, making letter of government, keeping letters, and destroying letters based on Regulation of the Office of Prime Minister on Contents (B.E 2526/1983) and its amendments.
59. Survey of list of children at the age of learning within the service areas.				72. Make tools for population census on children at the age of learning in the service area of the school. 73. Survey people at age of learning in the service areas of the school.
60. Make and update the system of information on the learners' consensus.				74. System of ITC for cooperation and the learning in the service areas of the school.
61. Recruiting new students in accordance with the plan for classroom arrangement.				75. Recruitment of students consistently with the plan for classroom management, number of teachers, existence of supplies in the schools, etc.
62.Collaborate and cooperate with local administrative organizations and communities to deal with the students who have problem in going to school.				76. Cooperation with local administration, organizations, and communities to follow up for the students who have problem going to school.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
63. Implement to recruit students according the itinerary and calendar that have been identified by the Office of Basic Education Commission.				77. Recruitment of students as the way identified by the Office of Basic Education Commission strictly.
Sub-components number 10 64. Do research to develop policy and educational development plan.	**25.173**	**.232**	**12.518**	78. Analyze problems to make implementation to achieve the target and good productivity based on indicators for achievement which is not achieved yet based on identified criteria in the development plan. 79. Conduct research to develop policy of implementation following the target of productivity based on indicator for achievement to achieve according to identified criteria in education development plan.
65. Bring the result of evaluation on implementation based on the educational development plan to identify the policy of the school for the following year.				80. Bring result of evaluation on performance of implementation according to the educational development plan to set information to be used in the school administration systematically. 81. Bring the information from the evaluation of implementation based on educational development plan to make policy to administer in the school in the following year.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
66. Bring the result of research to identify guideline and strategy in developing educational management clearly.				82. Bring the result of research on policy and educational development plan to identify guideline/strategy for developing educational administration.
Sub-components number 11	**15.681**	**.145**	**7.573**	
67. Collaborate and support the educational management of individuals, communities, organizations, and other organizations that arrange education.				83. Cooperate and support the educational management of individual, community organization, and other institutions that arrange education appropriately.
68. Gather educational resources from other sources.				84. Gather resources of education including cooperation from individuals, communities, private organizations, local administration, organizations, business establishment, and other social institutions.
69. Make implementation guideline for gathering resources for education systematically.				85. Gather information on resources and ready to give support on educational management all sectors like from the government, private bodies, and local people.
				86. Identify guideline for publication to other organizations to understand their interests to give support on resources on education.

Table 13 (Continued)

Indicators	B	Beta	t	Quality Criteria
70. Support other organizations to use resources for education together				87. Publicize the resources for education of the school. 88. Support other organizations to use resources for education of the school.
R^2 = .909 ; Adj R ^{2} = .905 ; S.E. = 2.071 F = 226.418**				

** Statistically significant at P<0.01

Table 13 shows that the indicators for administration in Basic Education Entity School. The component of general administration has 70 indicators. The factor scores can be analyzed to be 11 sub-components. The analysis of Exploratory Factor Analysis or EFA through the Regression (REGR Factor Score) and the analysis of the sub-components with Multiple Regression method show the following findings. The indicators for administration in Basic Education Entity School and the components on general administration in each sub-component can together explain the variation of the administration quality in Basic Education Entity School. The general administration records a statistical significance level at P=0.01 and shows power of prediction of 90.50 on the administration quality in the Basic Education Entity School on general administration. The indicators in the sub-components number 2, number 1, and number 3 have highest to third highest, respectively, powers for prediction on the administration quality in Basic Education Entity School (on general administration). There are still 11 sub-components 70 indicators and 88 quality criteria for administration quality in Basic Education Entity School that pass the selection.

The Result of Identification of Quality Criteria for Administration in Basic Education Entity School

The researcher brings indicators for administration in Basic Education Entity School which pass the selection through the Multiple Regression Analysis on four components to construct quality criteria in each indicator/component. Then the researcher brings them to check their appropriateness and feasibility in application of quality criteria for administration in Basic Education Entity School through the opinion of experts knowledgeable on educational management. The finding shows the quality criteria for administration in Basic Education Entity School pass the judgment of the experts: on the component of technical administration there are 68 indicators and 119 quality criteria. The component on budget administration has 59 indicators and 72 quality criteria. Component on personnel administration has 50 indicators and 74 quality criteria. The component on general administration has 70 indicators and 88

quality criteria by identifying the score of quality criteria of the indicators for administration in Basic Education Entity School as the followings.

> 5 mean implementation based on the quality criteria of indicators in " highest " level
>
> 4 mean implementation based on the quality criteria of indicators in " high " level
>
> 3 mean implementation based on the quality criteria of indicators in " moderate " level
>
> 2 mean implementation based on the quality criteria of indicators in " little " level
>
> 1 mean implementation based on the quality criteria of indicators in " least " level

The quality criteria of administration in Basic Education Entity School.

Quality level 4.51 – 5.00 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with "Excellent" level

Quality level 3.51 – 4.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with "Good" level

Quality level 2.51 – 3.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with "Fair" level

Quality level 1.51 – 2.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School with "Need Improvement" level

Quality level 1.00 – 1.50 means the school has educational administration based on the implement guidelines of the Basic Education Entity School that fails criteria

Manual to Use Indicators and Quality Criteria for Administration in Basic Education Entity School

This Manual to use indicators and quality criteria for administration in Basic Education Entity School is appropriate and can be used for evaluating the quality of administration in Basic Education Entity School based on guideline in internal quality assurance in the school because it already has the check on the appropriateness and feasibility for application by experts. The components of the manual are as the followings.

1. Principles and concepts on developing indicators and quality criteria for administration in Basic Education Entity School.

2. Relationships of indicators and quality criteria for administration in Basic Education Entity School with the system of internal quality assurance in the school.

3. Objectives of the manual.

4. Guideline for manual application, definition of each component, the details of indicator, information sources, and guideline for implementation.

5. Evaluation form on quality of administration in Basic Education Entity School.

6. The criteria for evaluating the quality level of administration in Basic Education Entity School.

The Result of Finding Efficiency of Indicators and Quality Criteria for Administration in Basic Education Entity School

To measure the efficiency of indicators and quality criteria for administration in Basic Education Entity School, the researcher uses the Concurrent Validity of each indicator and quality criteria for administration in Basic Education Entity School. The researcher evaluates the quality of administration in Basic Education Entity School from the sample groups following the annual application of indicators and quality criteria for administration in Basic Education Entity School. Then this evaluation on the result of scores on quality evaluation for administration in the school is calculated to find relationship (Pearson's Product Moment Correlation) between the scores on quality of administration in the school and the scores on the evaluation results of school quality by ONESQA. Afterward the researcher brings the result to test the correlation among variables by testing the statistical significance of Pearson's Coefficient against the Table of Pearson Coefficient. The result shows the followings.

Table 14 shows correlations between the scores of quality evaluation on administration and educational management in Basic Education Entity School and the scores on evaluation of quality for administration and educational management of the school from ONESQA

Score	Xy_1	Xy_2
Xy_1	1.00	$.796^{**}$
Xy_2	$.796^{**}$	1.00

** Statistically significant at P<0.01

Table 14 shows that the scores of evaluation of quality on the administration in the Basic Education Entity School and the scores on the quality evaluation of the school from ONESQA have positive correlation in a high level with the coefficient equal to 0.796 and statistical significance at P<0.01.

The tests for correlation among variables. The results of testing the correlation among variables through a test for the level of significance (Pearson Coefficient Value) and the use of Table of Pearson Coefficient Score between the scores of quality evaluation for administration in Basic Education Entity School and the scores of evaluation of school quality from ONESQA show that the coefficient value is equal to 0.796. The Pearson Correlation (R) from Pearson Table with certain degree of freedom (df equals to n-2), alpha at 0.01 or Confidence Interval at 99% (equal to 0.01) shows the value of 0.606 which is lower than the correlation coefficient value (0.796). This means that the scores of evaluation of quality for administration in Basic Education Entity School and the scores of evaluation by ONESQA show correlation with statistical significance at P<0.01.