



Guidelines for enhancing potential and strength to the ONESQA network centers

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Abstract

Four objectives of this research were to: 1) synthesize the components and indicators; 2) investigate the factors supporting the potential and strength; 3) formulate guidelines; and 4) verify guidelines for enhancing potential and strength for the ONESQA network centers. The key informants consisted of administrative committee of the ONESQA network centers, relevant agencies, and school administrators as service receipt agencies. Instruments used were an online focus group discussion, an online workshop, a synthesis form, a questionnaire, and a verification form. Data were analyzed by frequency, percentage, mean, standard deviation, content analysis, and inductive summary. The research results were as follows: 1) components and indicators of the ONESQA network centers with potential and strength consisted of 7 components with 52 indicators and the confirmative results of correction and appropriateness were overall at the highest level; 2) the factors supporting the potential and strength for the ONESQA network centers were overall both internal and external at the highest level; 3) the guidelines for enhancing potential and strength for the ONESQA network centers consisted of 3.1) objectives, 3.2) methods and activities for enhancing divided by the organization's excellent processes into 6 aspects, and 3.3) achievement conditions for implementing guidelines; and 4) the verification results for accuracy, suitability, and feasibility were overall at a high level in all aspects.

Keywords: guidelines, potential and strength, ONESQA network centers

Article history: Received 23 January 2021, Revised 14 May 2021, Accepted 16 May 2021

1. Introduction

According to the Office of the Council of State [1] in Part 10 involving with Public Participation Policy in Section 87 defined the State to act in compliance with the public participation policies to encourage and support public participation in the decision making process with respect to politics, economic and social development planning and the provision of public services. Therefore, the Office for National Education Standards and Quality Assessment (Public Organization) (ONESQA) [2] had established the Memorandum of Understanding (MoU) with universities on September 13, 2019 to determine roles of the ONESQA network centers as follows: 1) Organize a meeting of the ONESQA center board committee at least once a quarter and report that meeting's resolution to the ONESQA every quarter; 2) report on the operational results and receipt – payment of the ONESQA network centers every quarter within 15 days from the end of each quarter in accordance with the format and guidelines prescribed by the ONESQA; 3) promote, support, make an understanding, and be a learning resource center concerning internal quality assurance and external quality assessment for educa-

tional institutions at all levels; 4) follow up and report the performance of the external assessors of the ONESQA to meet the quality of the QC 100 policy correspondingly with the coordination for cooperation of the ONESQA; 5) support personnel training and development related to the development of educational quality assurance correspondingly with the coordination for cooperation of the ONESQA, 6) follow up to report on the situation of movement in driving educational quality assurance, 7) disseminate, publicize, and raise awareness concerning the external quality assessment of the ONESQA through various communication channels; and 8) others as the coordination for cooperation of the ONESQA.

The Office for National Education Standards and Quality Assessment network centers plays a role in accordance with the Memorandum of Understanding (MoU) in order to share some important workloads of the ONESQA and settle in regions in Thailand. If the ONESQA network centers have the potential and strength, the quality of education will be assisted more efficiently and effectively.

From the statement was mentioned above, as a researcher, a faculty lecturer in educational administration major of undergraduate and graduate levels, and as a vice president of the Chiang Mai university network center who has realized on the coordination

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for cooperation of the ONESQA; there should be guidelines for enhancing the potential and strength for the ONESQA network centers. Therefore, if this research has been successfully completed, the ONESQA network centers will be able to apply these guidelines for enhancing the potential and strength for the ONESQA network centers in order to be ready for cooperation to develop the better educational quality assurance as the authority of the ONESQA. It could share, help, and preserve the culture for the benefits of assurance, increasing confidence in the development of educational quality of schools. Moreover, the ONESQA center board committee has higher potential to drive a higher quality of education in Thailand.

2. Research Questions

2.1 What are the results of synthesizing the components and indicators concerning potential and strength of the ONESQA network centers?

2.2 What are the factors supporting the potential and strength for the ONESQA network centers?

2.3 What should be the guidelines for enhancing the potential and strength for the ONESQA network centers?

2.4 What are the results of verifying guidelines for enhancing the potential and strength for the ONESQA network centers?

3. Research Objectives

3.1 To synthesize the components and indicators concerning potential and strength of the ONESQA network centers.

3.2 To investigate the factors supporting the potential and strength for the ONESQA network centers.

3.3 To formulate guidelines for enhancing the potential and strength for the ONESQA network centers.

3.4 To verify guidelines for enhancing the potential and strength for the ONESQA network centers.

4. Definitions

The researcher defines terms used in this research as follows:

4.1 Enhancing potential and strength refers to mobilization approach of personnel and existing materials of the ONESQA and the university as the network centers of the ONESQA. Therefore they have stability and strength to play roles and functions to create innovation by improving the existing good sectors and adding the lacking sectors in order to management of the ONESQA network centers efficiently. The achievement of collaborative missions of both the

ONESQA network center and the ONESQA according to the determined vision results in continually effective education in Thailand.

4.2 Potential of the ONESQA network centers refers to the abilities of each ONESQA network center demonstrating in various aspects: 1) having clear objectives, goal, and organizational structure; 2) having good organizational culture; 3) having work patterns; 4) having the management committee and secretary of the ONESQA network centers who have knowledge, skills, and ability to work towards the collaborative determined goals; 5) having good communication and modern database ready to use; 6) having a correct financial management system to reduce costs and risks and to make a realization on the success in monetary and financial flows; 7) being a learning organization; 8) having continuous research and development; and 9) having good image and reliability.

4.3 The strength of the ONESQA network centers refers to the ability of the of the ONESQA network centers to cope with the severe changes and to do the assigned duties with its full potential, as well as to create innovation for the quality assurance continuously causing the ONESQA network centers and the ONESQA to be the acceptable and sustainable organizations. There are indicators as follows: 1) communicating to service recipients through symbols; 2) having the chairman and management committees who recognize traditional missions, strength, and determination of the ONESQA network centers establishment, as well as increase potential by innovating and creating new things; 3) maintaining potential of teamwork at all levels; 4) driving the ONESQA network centers with an excellent system and being flexible to handle any situations; and 5) performing roles and functions with continuously advanced and sustainable manners.

4.4 Factors supporting building potential and strength of the ONESQA network centers refer to the causes or characteristics of the environment that support the ONESQA network centers to perform its mission effectively and efficiently. The internal and external factors are as follows: 1) Internal factors consist of 1.1) strategy, 1.2) structure, 1.3) system, 1.4) management style, 1.5) staff, 1.6) skill of the management committee, and 1.7) Share value. 2) External factors consist of 2.1) customers (C), 2.2) politics (P), 2.3) environment, economic (E), 2.4) society, culture, value (S), and 2.5) technology (T).

4.5 Guidelines for enhancing potential and strength to the ONESQA network centers refer to methods, procedures and activities for enhancing potential and strength to the ONESQA network centers to perform its duties according to the defined objectives efficiently and effectively. The guidelines consist of the following parts: 1) objectives, 2) methods for organizing activities based on six aspects of excellent organizational processes, 3) conditions for success of implementing the guidelines derived from the study of the compo-

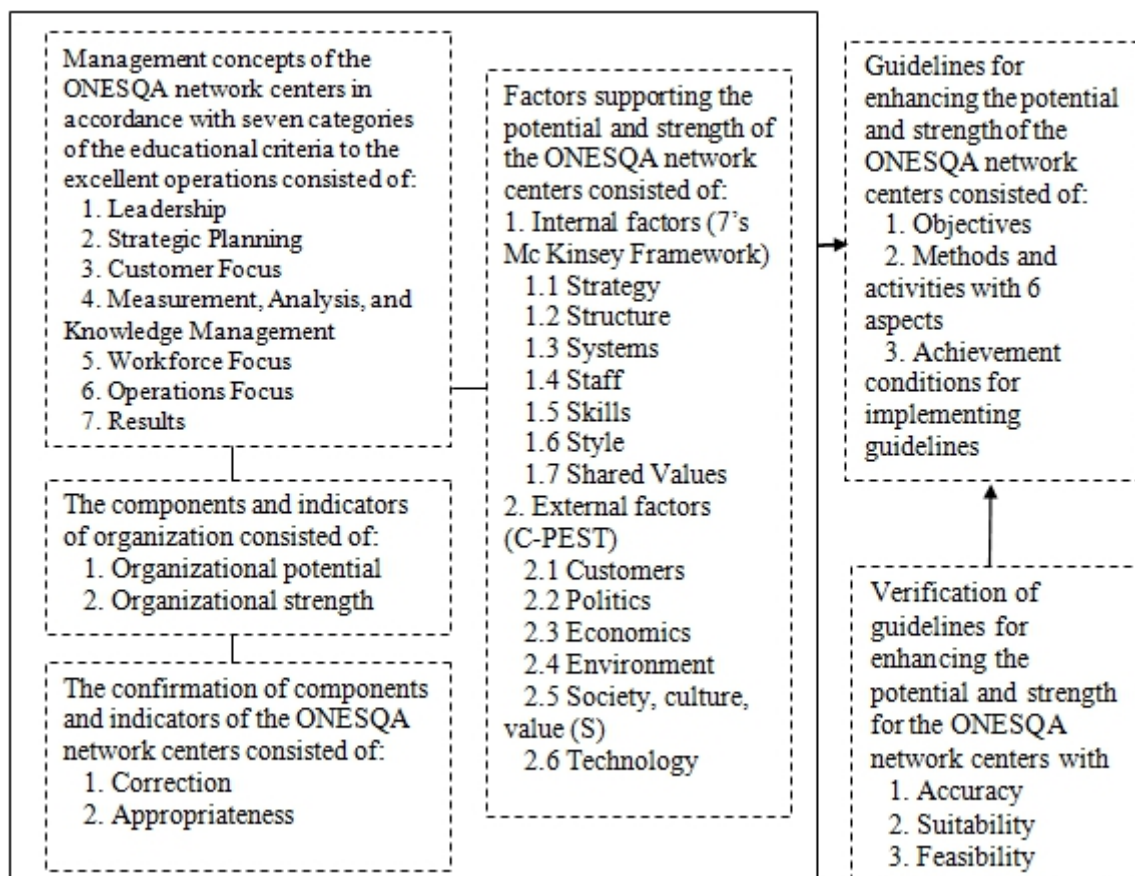


Figure 1: Research framework.

nents and indicators of the potential, and for building potential and strength of the ONESQA network centers. The study of factors supporting to the strength, drafting and verification of guidelines for empowering and strengthening the ONESQA network centers is set the criteria for making decision at an average of 3.51 or higher.

5. Materials and Methods

The research process was divided into four phases as follows:

Phase 1: Synthesizing the components and indicators concerning the potential and strength of the ONESQA network centers, divided into two steps:

Step 1.1: The researchers studied the documents, articles, and related researches, both Thai and abroad, for synthesizing the components and indicators based on the selected criteria concerning the organizations with excellence, potential, and strength. The instrument used was a content synthesis form. Data were analyzed by summarizing into issues.

Step 1.2: The components and indicators of the ONESQA network centers with potential and strength were confirmed. Key informants were twelve experts in the online focus group discussion selected by purposive sampling, and the instrument used was a con-

firmation form and summary. Data were analyzed by frequency, percentage, mean, and standard deviation.

Phase 2: Investigating the factors supporting the potential and strength of the ONESQA network centers. Key informants were divided into three groups, consisting of thirty-one stakeholders, four directors or acting directors, twenty-six committees from thirteen centers, and a head of mission promotion and development relation. The instrument used was a questionnaire. Data were analyzed by frequency, percentage, mean, and standard deviation.

Phase 3: Formulating guidelines for enhancing the potential and strength of the ONESQA network centers, divided into two steps as follows:

Step 3.1: The guidelines for enhancing the potential and strength of the ONESQA network centers were studied. The key informants, selected by purposive sampling, consisted of administrators of the educational institutions and committees of the quality assurance system development, totaling five respondents. The instrument used was an unstructured interview. Data were analyzed by content analysis and inductive reasoning.

Step 3.2: The guidelines for enhancing the potential and strength of the ONESQA network centers were formulated. The key informants consisted of presidents, vice presidents, representatives, and sec-

Table 1. Results of synthesizing the components and indicators based on the selected criteria concerning the organizations with excellences, potential, and strength.

Components	Indicators
1. Leadership	<p>1.1 The ONESQA center board committees define vision, mission, goals, shared values, expectations, value creation, and the successful image of the ONESQA network centers in accordance with the ONESQA policy / university and the contexts of each center.</p> <p>1.2 The ONESQA center board committees create a working atmosphere to encourage working in accordance with the relevant laws and regulations, morality, ethics, organizational culture to be consistent with the contexts of the areas, responsibilities, and regions.</p> <p>1.3 The ONESQA center board committees promote research and development, as well as create an innovation for the centers' management.</p> <p>1.4 The ONESQA center board committees supervise and monitor the centers' operations to achieve mission and their assigned roles, review, assess, and continually improve the efficiency of all operations focus.</p> <p>1.5 The ONESQA center board committees have good leadership, personality, and human relations. They also have emotional intelligence and are a good role model for those relevant persons.</p> <p>1.6 The ONESQA center board committees have good and efficient communication to create knowledge, understanding, and friendship between customer focus and all levels of stakeholders.</p> <p>1.7 The ONESQA center board committees have responsibilities for the centers' management by using the principles of good governance and protect for the advantages of the relevant universities / schools / faculties at all levels, as well as the public society.</p> <p>1.8 The ONESQA center board committees have effective and efficient risk management.</p>
2. Strategic Planning	<p>2.1 The ONESQA network centers have an environmental analysis of the centers to identify strengths, weaknesses, opportunities, and threats completely, accurately, and clearly.</p> <p>2.2 The ONESQA network centers have a process for preparing an organizational development plan and a participatory action plan.</p> <p>2.3 The ONESQA network centers have an organizational development plan and an action plan focusing on the vision, mission, and both proactive goals in accordance with the mission, to be flexible for adjusting with situations.</p> <p>2.4 The ONESQA network centers inform the vision, mission, roles, and action plan, and the responsible persons are clearly defined the workload.</p> <p>2.5 The ONESQA network centers have continuously monitored the progress and assessed the implementation of the action plan.</p> <p>2.6 The ONESQA network centers report the operational results, analyze strong points, development points, and the better development guidelines, and present to the ONESQA every quarter.</p>
3. Customer Focus	<p>3.1 The ONESQA network centers serve customers with full of abilities.</p> <p>3.2 The ONESQA network centers listen to customers' opinions and requirements through various channels for improving the quality of centers.</p> <p>3.3 The ONESQA network centers conduct comments / requirements and suggestions to operate and improve the operations of their roles to meet customers' requirements and satisfaction appropriately and on time.</p> <p>3.4 The ONESQA network centers conduct both customers' satisfaction / dissatisfaction evaluation in various services and use the evaluation results to improve and develop the centers' operations.</p> <p>3.5 The ONESQA network centers have techniques and methods for building friendly relations to engage customers to use the service continuously.</p> <p>3.6 The ONESQA network centers have methods for obtaining both desirable and undesirable information affecting the operation of the centers and related agencies at all levels for adjustment and better improvement in a timely situations.</p>
4. Measurement, Analysis, and Knowledge Management	<p>4.1 The ONESQA network centers design the measurement and evaluation methods, as well as appropriate implementation of the action plan.</p> <p>4.2 The ONESQA network centers have participatory and well-rounded monitoring and assessment of the operation.</p> <p>4.3 The ONESQA network centers analyze the evaluation results, reflection, and feedback of the past operations and use the results to support decision making in the future.</p> <p>4.4 The ONESQA network centers have methods for acquiring data and information of the ONESQA and customers that is correct, complete, up-to-date, and can be used in accordance with the requirements.</p> <p>4.5 The ONESQA network centers have abilities for handling data and information appropriately and safely through information and communication technology (ICT).</p> <p>4.6 The ONESQA network centers have a knowledge management system to create new knowledge that is correct, reliable, and timely to the requirements and changes, as well as be accessible by customers.</p> <p>4.7 The ONESQA network centers disseminate new knowledge and best practices to customers of other centers and interested parties.</p>
5. Workforce Focus	<p>5.1 The ONESQA network centers have appropriate criteria and methods for recruiting and appointing the ONESQA center board committees.</p> <p>5.2 The ONESQA network centers give priority to factors affecting the performance, engagement, and satisfaction of the ONESQA center board committees and customers.</p> <p>5.3 The ONESQA network centers have an organizational culture that helps workforce have good operation, motivation, cooperation, and efficient communication.</p> <p>5.4 The ONESQA network centers integrate objectives, empowerment, decision-making, working, as well as diverse thinking of workforce in cooperating to create educational innovation.</p> <p>5.5 The ONESQA network centers have criteria, methods for measuring and evaluating the performance of the centers' secretaries, and give praise and reward in reasonable and appropriate occasions to build morale.</p> <p>5.6 The ONESQA network centers develop a learning system or methods for the ONESQA center board committees and centers' secretaries to keep up with the situations and changes.</p> <p>5.7 The ONESQA network centers assess the engagement with the ONESQA network centers of the ONESQA center board committees and centers' secretaries through various methods and use the results for managing the centers efficiently.</p> <p>5.8 The ONESQA network centers study the requirements and necessities for the development of knowledge, skills and competencies of the ONESQA center board committees and centers' secretaries, including supporting and promoting the appropriate development.</p> <p>5.9 The ONESQA network centers prepare the readiness and develop the potential and various abilities of the ONESQA center board committees and centers' secretaries with a variety of methods appropriately and continuously.</p> <p>5.10 The ONESQA network centers assign of the ONESQA center board committees in accordance with their abilities and expertise in order to achieve their working goals and benefits for customers.</p> <p>5.11 The ONESQA network centers have planned and succession processes, knowledge, and organizational culture for the new ONESQA center board committees for smooth operation of the centers.</p>
6. Operations Focus	<p>6.1 The ONESQA network centers stipulate the competencies of the ONESQA network centers that link to vision, missions and assigned roles.</p> <p>6.2 The ONESQA network centers prepare essential regulations, including design the main work system and supporting activities clearly.</p> <p>6.3 The ONESQA network centers have work processes that are consistent with the customers' requirements and create new methods by applying ICT appropriately to achieve work efficiency and effectiveness.</p> <p>6.4 The ONESQA network centers have a system to improve work processes, set the direction to drive educational innovation to achievement according to the customers' requirements.</p> <p>6.5 The ONESQA network centers get the environment and working atmosphere ready for service, prepare for safety, and prevent accidents, disasters and emergencies for work efficiency.</p> <p>6.6 The ONESQA network centers control overall operating costs efficiently.</p> <p>6.7 The ONESQA network centers focus on linking all relevant operational processes and coordinate with collaborative networks and other agencies for the efficient operations.</p>

Table 1. Results of synthesizing the components and indicators based on the selected criteria concerning the organizations with excellences, potential, and strength. (Cont.)

Components	Indicators
7. Results	7.1 The customers have knowledge, understanding, and good attitudes towards the external quality assessment and quality-oriented working culture.
	7.2 The ONESQA board committees have knowledge, skills, competencies, and good attitudes to perform duties in accordance with the assigned roles.
	7.3 The ONESQA board committees have good relationship and are friendly with one another and with customers.
	7.4 The customers feel warm and confident in quality assurance operations, and have morale in performance.
	7.5 The customers are satisfied with the centers' services.
	7.6 The ONESQA network centers manage budget efficiently and flexibly within the determined framework of relevant budget and laws.
	7.7 The ONESQA network centers have guidelines for the development of the ONESQA network centers systematically, continuously, and concretely to benchmark with other organizations.

retaries of the ONESQA network centers, totaling twenty-seven respondents. The instruments used were a workshop agenda and a meeting record. Data were analyzed by content analysis and inductive reasoning.

Phase 4: Verifying guidelines for enhancing the potential and strength of the ONESQA network centers. The key informants were fifteen specialists of organizational administrators concerning educational quality assurance and the cooperative network administration, selected by purposive sampling. The instrument used was a verifying form of accuracy, suitability, and feasibility. Data were analyzed by frequency, percentage, mean, and standard deviation.

6. Results and Discussion

The results of this research were as follows:

Phase 1: Results of synthesizing the components and indicators of the potential and strength of the ONESQA network centers was divided into two steps:

Step 1.1: Results of synthesizing the components and indicators based on the selected criteria concerning the organizations with excellences, potential, and strength consisted of 7 components, 52 indicators as follows: 1) 8 indicators of leadership, 2) 6 indicators of strategic planning, 3) 6 indicators of customer focus 4) 7 indicators of measurement, analysis, and knowledge management 5) 11 indicators workforce focus 6) 7 indicators of operations focus and 7) 7 indicators of results. They are presented in Table 1.

In terms of leadership, strategic planning, customer focus, measurement, analysis, and knowledge management, workforce focus, operations focus, and results; these were in accordance with Chamas *et al.* [3] who studied the quality assurance management model for world-class standard excellence. It was found that a process for school quality management comprises 1) organization leadership, 2) strategy, 3) students and stakeholders, 4) measurement, analysis and knowledge management, 5) workforce, 6) operations, and 7) the results.

Step 1.2: The confirmative results of the potential and strength of the ONESQA network centers by twelve experts in terms of correction and appropriateness were overall at the highest level, as shown in Table 2.

This may be because the researcher defined the scope of content from educational quality in accordance with National Institute of Standards and Technology (NIST) [4] stated concerning Education Criteria for Performance Excellence (EdPEX) for excellent operations based on the framework of Malcolm Baldrige National Quality Award (MBNQA) criteria, which was the prototype of the Thailand Quality Award (TQA). The EdPEX criterion was a framework that could be viewed or thought as 'Organizational Profile' and allowed for the leap and sustainable development from the real institutions' main focus. This criterion had been applied in Thailand since 2002, and adjusted to Thai version and named as Thailand Quality Award (TQA). The value of the criterion allowed educational institutions to develop to excellence and increase competitiveness by the great jumps.

Phase 2: Results of investigating the factors supporting the potential and strength of the ONESQA network centers were divided into two parts:

Part 2.1: Results of investigating the internal factors supporting the potential and strength of the ONESQA network centers in terms of 7's McKinsey framework [5] were overall at the highest level. When considering each factor and ranking the average scores from the highest to the lowest, the results were as follows: the aspects of staff and skills of the ONESQA center board committees had equally average, followed by system and style. The aspect with the lowest average was strategy. This was not in consistent with Phubet and Choocheep [6] who studied a model of work-integrated learning to prepare educational administrators for Thailand. In terms of system, the model system and mechanism concerning committee was appointed to manage activities according to standards.

Part 2.2: Results of investigating the external factors supporting the potential and strength of the ONESQA network centers in terms of C-PEST were overall at the highest level. When considering each factor and ranking the average scores from the highest to the lowest, the aspects were politics (P), technology (T), customers (C), and the aspect with the lowest average score was society, culture, value (S).

It was different from the study of Phongthun *et al.* [7] who studied concerning the administration model of civil state schools to improve the quality of educa-

Table 2. Mean, standard deviation, and meaning of correction and appropriateness of the components and indicators of the potential and strength of the ONESQA network centers.

Components and indicators of the potential and strength of the ONESQA network centers	Level of correction			Level of correction		
	n = 12		Meaning	n = 12		Meaning
	\bar{X}	S.D.		\bar{X}	S.D.	
1. Leadership	4.67	0.33	Highest	4.69	0.39	Highest
2. Strategic planning	4.82	0.35	Highest	4.63	0.57	Highest
3. Customer focus	4.86	0.29	Highest	4.86	0.29	Highest
4. Measurement, analysis, and knowledge management	4.77	0.36	Highest	4.73	0.46	Highest
5. Workforce focus	4.67	0.49	Highest	4.55	0.54	Highest
6. Operations focus	4.80	0.34	Highest	4.70	0.48	Highest
7. Results	4.77	0.46	Highest	4.75	0.48	Highest
Total average	4.76	0.32	Highest	4.70	0.39	Highest

tion. The supporting factors of administration, materials, budget, and personnel were at a high-level.

Phase 3: Results of formulating guidelines for enhancing the potential and strength of the ONESQA network centers were as follows:

1) Objectives are goals or the achieved results for those relevant persons of the ONESQA network centers to be used as a prototype for enhancing the potential and strength of the ONESQA network centers.

2) Methods and activities used for enhancing the potential and strength of the ONESQA network centers are an important part of the guidelines or the ways to set a prototype into action. The organizational excellent process was divided into 6 areas as follows: 2.1) leadership, 2.2) strategic planning, 2.3) customer focus, 2.4) measurement, analysis, and knowledge management, 2.5) workforce focus, 2.6 operations focus, and 2.7) results. Each area showed the action of whom, what, and how.

3) Achievement conditions for implementing guidelines: whether the guidelines will lead to success or in accordance with the objectives? How the potential and strength of the ONESQA network centers should be enhanced? These guidelines will enable the ONESQA network centers to cooperatively develop education quality assurance and to support the adjustments of the new approach of educational quality assurance to appropriateness.

According to the development of learning in the 21st. century, Manasanan *et al.* [7], as the education quality development of the education reform guideline in 21st. century, it needs to have well management system. In case of Narumon and Thanarat [8] the study revealed that if focusing on the internal participation academic network, the administration by network member acceptance created agreement on academic network, resource management, and openness for cooperation of agencies or outsiders from public and private sectors; and covered network partner creation with higher education institutions to strengthen academic.

Phase 4: Results of verifying guidelines for enhancing the potential and strength of the ONESQA network centers, it was found that the accuracy, suit-

ability, and feasibility of the guidelines were overall at a high level in all aspects. This was in line with Narumon and Thanarat [9] who found that the results of suitability assessment and feasibility assessment of guidelines were overall at a high level.

7. Conclusion

From the results of the study, it was found that the developed guidelines for enhancing the potential and strength of the ONESQA network centers can be used to develop educational quality assurance to more efficiency and effectiveness, as well to support the adjustments of the new approach for more appropriate quality assurance. Nevertheless, to achieve the quality assurance of education in Thailand, the ONESQA center board committees and relevant parties have to realize the importance that the ONESQA network centers has truly committed to the development of quality assurance according to the Memorandum of Understanding (MoU).

8. Recommendations

8.1 The components and indicators can be applied in the suitable contexts of each center by preparing action plans in accordance with the roles in the Memorandum of Understanding for efficiency and effectiveness.

8.2 The factors supporting the potential and strength should come from the internal factors more than the external factors. Therefore, the ONESQA center board committees and relevant parties should speed up to develop the internal factors in terms of methods, roles of educational institutions and development coordination by focusing on all levels and all types of customers.

8.3 The developed guidelines for enhancing the potential and strength of the ONESQA network centers can be adapted to the contexts of each center which may have different administrative characteristics, including duration of establishment, executive committee, and centers' secretaries, and other contextual conditions.

Acknowledgement

I would like to express my thankfulness to The Office for National Education Standards and Quality Assessment (Public Organization) for research grant in fiscal year 2020, as well as special thanks to Associate Professor Dr. Choocheep Puthaprasert, and all relevant parties for this research.

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