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**THE DESIRABLE MANAGEMENT OF EDUCATION IN URBANIZATION AREA UNDER
THE OFFICE OF NON-FORMAL AND INFORMAL EDUCATION IN BANGKOK
THAILAND**

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Abstract

The objectives of this study were to 1) study the problems of administration, and 2) study guidelines for the promotion of administration. The sample group comprised 400 administrators and personal of non-formal and informal education centers in Bangkok. Moreover, there were in-depth interviews with 10 experts. The study had 2 steps. The first step was quantitative research using a questionnaire as the research tool and analyzing the data by a statistical software package. The second step was qualitative research using an in-depth interview method and analyzing the data by content analysis. The results showed that the overall status of the educational institution administration still had operational problems, namely administrator characteristics, followed by administrative behavior, the atmosphere of an educational institution, and the competence of educational institutions. For the guidelines to enhance the administration of non-formal and informal education centers in urban areas. They should be promoted in 5 factors: 1. Administrative characteristics consist of: 1) Having a good vision; 2) Having creativity; and 3) Responding to changes and empowering operators. 2. Administrative behaviors consist of: 1) Designing or planning works in consideration of various perspectives; 2) Supporting and creating environments to support learning; and 3) Administration using the principle of success by creating an incentive or reward system. 3. Performance of educational institutions consists of: 1) Understanding roles and responsibilities well; 2) Developing the administrative potential and capabilities of teachers and personnel; and 3) Creating environments in educational institutes to support the learning process. 4. Atmosphere of educational institutes consists of: 1) Defining corporate values and culture clearly; 2) Supporting a creative atmosphere; and 3) Providing welfare or other support. 5. Efficiency of educational institutes consists of: 1) Supporting operational capabilities in different areas; 2) Producing learners with high learning achievement and required skills; and 3) Developing learners to have positive attitudes, creativity, and abilities so they can adapt to different environments and rely on themselves. Related organizations should take these

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points to develop policy formulation and make the administration of the educational institutions in urban areas more efficient.

Keywords: Educational Administration, Urban Area, Non-Formal Education, Informal Education
抽象的

本研究的目的是：1) 研究行政问题，2) 研究促进行政的指导方针。样本组包括曼谷非正规和非正式教育中心的 400 名管理人员和个人。此外，还对 10 位专家进行了深度访谈。该研究有两个步骤。第一步是使用问卷作为研究工具并通过统计软件包分析数据的定量研究。第二步是使用深度访谈方法进行定性研究，并通过内容分析来分析数据。结果表明，教育机构管理的整体状况还存在操作性问题，即管理者特征，其次是行政行为、教育机构氛围、教育机构能力。关于加强城市地区非正规和非正规教育中心管理的指导方针。他们应该在五个方面得到提升：1. 行政特征包括：1) 有良好的远见；2) 有创造力；3) 应对变化，赋能运营商。2. 行政行为包括：1) 考虑多方面的设计或规划工作；2) 支持和创造环境来支持学习；和 3) 通过创建激励或奖励系统，使用成功原则进行管理。3. 教育机构的绩效包括：1) 对角色和责任的理解；2) 开发教师和管理潜力和能力；3) 在教育机构中创造环境以支持学习过程。4. 教育机构氛围包括：1) 明确界定企业价值观和文化；2) 支持创作氛围；3) 提供福利或其他支持。5. 教育机构的效率包括：1) 支持不同领域的运营能力；2) 培养具有高学习成绩和所需技能的学习者；3) 培养学习者积极的态度、创造力和能力，使他们能够适应不同的环境并依靠自己。相关组织应以此为抓手制定政策，提高城市地区教育机构的管理效率。

关键词：教育管理、城市地区、非正规教育、非正规教育

Introduction

Urban communities are locations that contain human beings in common settlements to facilitate social living and meet their economic, social, and cultural requirements which act as mechanisms for the integration of society. Moreover, urban living reflects people's characteristics including their demands and activities which indicate what people value, dream about, are confused about, and over which conflict can arise in urban areas. Urban areas are specific geographical areas and consist of organizations performing necessary economic

and administrative functions. In other words, urban areas are areas where the power and culture of communities are concentrated, especially in education which is an important factor for people's development.

Education is a learning process for the prosperity of individuals and society by transferring knowledge, practice, training, and cultural inheritance, as well as creating and sustaining academic progress, and creating knowledge resulting from the setting up of social environment and factors that support a person to continue learning throughout their lifetime.

The National Education Act 1999 stipulates having an education system that enables people to receive knowledge continuously. Educational institutions or non-formal and informal education centers specifically have important roles and duties as follows:

- 1) Providing non-formal education by focusing on informal learning, with the characteristics of an organization as follows:
 - a. Provide education to everyone who is beyond the basic education level. For those who are of compulsory school age, they can study according to their interests in that educational activity, organized for both individuals and groups.
 - b. Provide a flexible process: educational management aims to develop skills and learning through practice.
 - c. Use the study location according to the availability such as workplace and place of community organization.
- 2) Provide informal education focusing on the management of learning naturally according to the potential of each locality. Educational management should have the characteristics as follows:
 - a. Management by a person who is the administrator or manager of projects, organizations, businesses, and localities.
 - b. Studying the factors leading to success by learning from practice
 - c. Learning together with others

The Office of Non-Formal and Informal Education (NFE) is an organization established for the benefit of promoting and supporting education so that people can receive both non-formal and informal education thoroughly and with quality. According to the National Education Act and the Non-Formal and Informal Education Act 2008, individuals who have not yet completed their basic education or have received a basic education have the right and opportunity to receive education in the form of non-formal or informal education. For this reason, the NFE needs to be valued and awareness of the changes from both external and internal contexts that affect the administration of the NFE should be considered in order to manage changes and support the reformation of the NFE in the future. Currently, there are 964 educational institutions nationwide.

This study aims to investigate the problems of educational administration in urban areas and use the results of the study as guidelines for the management and development of related departments to achieve more effective results. The study was conducted by collecting information from 50 districts non-formal and informal education centers in the Bangkok area.

Objectives of the study

1. To study the problems of administration at non-formal and informal education centers in urban areas
2. To propose guidelines to promote the administration of non-formal and informal education centers in urban areas

Literature review

From analyzing knowledge, principles, concepts, and theories related to guidelines for promoting the administration of educational institutions in

urban areas and non-formal and informal education centers, the related materials are: 1. The concept of educational institutions administration in urban areas, concepts about multi-concept community or sociological concepts, anthropological concepts, civil society community concepts, and virtual community concepts that the community structure consists of social organizations and social institutions that a particularly valuable community will have specific characteristics which are social and cultural values, social capital, rights, and legitimacy including learning and community adaptation; 2. Operations of ban areas and non-formal and informal education centers; and 3. Related studies.

Method

This study employed a quantitative research design using a questionnaire as the research tool. The survey used to collect data had a characteristic of Likert Rating Scales with 5 levels of opinions (1 = least, 2 = less, 3 = moderate, 4 = high, and 5 = highest) and qualitative research where the key informants considered and expressed their opinions on the guidelines for the promotion of administration at non-formal and informal education centers in urban areas.

Information on the state of problems and requirements related to the use of information technology. By finding the mean (\bar{x}) and standard deviation (S.D.) and interpreting the mean (\bar{x}) By identifying the interpretation of the meaning in the Likert's five rating scale as the followings:

Average between 4.51–5.00 means at the “highest level”

Average between 3.51–4.50 means at the “high level”

Average between 2.51–3.50 means at the “moderate level”

Average between 1.51–2.50 means at the “low level”

Average between 0.51–1.50 means at the “lowest level”

The study was conducted in 2 steps as follows:

Step 1: Study the problems of administration at educational institutions

a. Population:

This study collected data from 50 districts including administrators and personal of Bangkok non-formal and informal education centers during academic year 2020, a person who had knowledge and understanding of the overall system of administration at non-formal and informal education centers in urban areas, and a person who was the planner and/or performed the plan.

b. Sample:

The number of samples was calculated from the tables of Krejcie & Morgan (1970) using simple random sampling. The number of samples obtained was 400.

Step 2: Guidelines for the promotion of administration at non-formal and informal education centers in urban areas
At this stage, 10 key informants who have had experience as administrators of an educational institution in an urban area for 1 year or more were chosen by purposive sampling.

The Analytical Process

The author analyzed data using the following steps:

Step 1 – Studied and analyzed related contents and documents.

Step 2 - Analyzed data from the survey on the problems of school administration in urban areas and non-formal and informal education centers using statistics based on ready-to-use software.

Step 3 – Analyzed data from data collection using consideration forms for suggestions and guidelines for the promotion of educational institutions in urban areas and non-formal and

informal education centers by experts using content analysis.

Step 4 - Concluded the results to recommend guidelines for the promotion of educational institutions in urban areas.

Results

Overall, it was found that the administration of non-formal and informal education centers in urban areas in the past had operational problems at the highest level in four aspects, with an

average of 4.57. Considering each aspect, the characteristics of the administrators, administrative behavior, the atmosphere of the

educational institutions, and the competence of the educational institutions had average operational problems of 4.71, 4.66, 4.53, and 4.52, respectively. Moreover, the aspect of effectiveness for educational institutions had a problem at a high level with an average operational problem of 4.44, as show in Table 1. Table 1 shows the mean and standard deviation for the problems of administration at non-formal and informal education centers in urban areas, according to administrators and personnel opinions.

Status	\bar{x}	S.D	Results	Level
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Characteristics of the administrator	4.71	0.21	Highest	1
Administrative behavior	4.66	0.28	Highest	2
Competence of the educational institution	4.53	0.35	Highest	4
The atmosphere of the educational institution	4.52	0.42	Highest	3
The effectiveness of the educational institution	4.44	0.49	High	5
Total	4.57	0.37	Highest	

The information in Table 1 shows the status of administration at non-formal and informal education centers in urban areas. From the opinions of administrators and personnel opinions, it was found that the overall average was at a highest level. By the Characteristics of the administrator is most important, followed by Administrative behavior, the atmosphere of the educational institution, the effectiveness of the educational institution and effectiveness of the educational institution, respectively.

Table 2 shows the mean and standard deviation for the problems of administration at non-formal and informal education centers in urban areas,

according to the effectiveness in identity preservation

	The Operational condition level			
effectiveness in Identity Preservation	\bar{x}	S.D.	Results	Levels
1. Recognizing that the educational institution has defined the identity of educational institutes clearly	4.84	0.370	Highest	1
2. Recognizing that the school has received an award, certificate, and plaque that are recognized as a role model in good work.	4.63	0.613	Highest	4
3. Recognition that the school has a recognized identity from students, parents,	4.65	0.479	Highest	3

The effectiveness in Identity Preservation	Operational condition level			
	\bar{x}	S.D.	Results	Levels
community and subordinate				
4. Recognize that educational institutions regularly and continuously organize activities to maintain their identity.	4.72	0.450	Highest	2
Total	4.71	0.405	Highest	t

The information in Table 2 shows the status of administration at non-formal and informal education centers in urban areas. From the opinions of the effectiveness in identity preservation, it was found that the overall average was at a highest level. By recognizing that the educational institution has defined the identity of educational institutes clearly is most important, followed by Recognize that educational institutions regularly and continuously organize activities to maintain their identity, Recognition that the school has a recognized identity from students, parents, community and subordinates, Recognizing that the school has received an award, certificate, and

plaque that are recognized as a role model in good work, respectively.

Table 3 shows the mean and standard deviation for the problems of administration at non-formal and informal education centers in urban areas, according to the personnel satisfaction issues.

The personnel satisfaction issues	Operational condition level			
	\bar{x}	S.D	Results	Levels
1. Satisfaction with working environment	4.47	0.698	High	4
2. Satisfaction with the progress of subordinates / compensation received.	4.38	0.654	High	5
3. Satisfaction with the achievement of the performance of the goal.	4.61	0.492	High	2
4. To be satisfied with the morale and trust of your superior.	4.54	0.729	High	3
5. Satisfaction with the acceptance and support of colleagues.	4.70	0.509	High	1
Total	4.5	0.4	High	
	4	46	est	

The information in Table 3 shows the status of administration at non-formal and informal education centers in urban areas. From the opinions of the personnel satisfaction issues, it was found that the overall average was at a highest level. By the satisfaction with the acceptance and support of colleagues is most important, followed by Satisfaction with the achievement of the performance of the goal, To be satisfied with the morale and trust of your

superior, Satisfaction with working environment, Satisfaction with the progress of subordinates /

compensation received, respectively.

According to study with ten key informants, the recommendations for the promotion of administration at non-formal and informal education centers in urban areas could be concluded as follows:

1. Characteristics of the administrator
Systematically and continuously promote the key principles in 6 issues as follows:
 - 1) Vision, motivation, and hope to inspire people to be professional managers with positive attitudes, core values of equality (non-discrimination), and good personalities
 - 2) Creativity, faith, and belief, strengthening a warm perceived atmosphere within the school, empathy, and awareness of multiculturalism
 - 3) Responding to changes, empowering workers (both direct and indirect) to affect the effectiveness of educational institutions, dare to face problems, be trustworthy and patient
 - 4) Development of morality and ethics in the management of executives along with learning for morality, ethics, knowledge, competence, intelligence, and strategic management skills

- 5) Good interpersonal skills, emotional strength, maturity in both leadership and fellowship, focusing on the benefits of the organization and the public
- 6) Self-development in all aspects including communicating, commanding, building understanding, encouraging positive motivation, establishing operational partnerships to achieve goals, and establishing educational institutions as learning organizations

2. Administrative behavior

Systematically and continuously promote the key principles in 6 issues as follows:

- 1) Designing or planning work with a diverse perspective aligned with the local multicultural context, and working in accordance with the principle of trust towards the target audiences and stakeholders
- 2) Promoting the creation of an environment (both inside and outside the institution) to facilitate learning, and using the quality system as well as cooperation from staff to set academic goals including supervising, monitoring, and organizing a meeting to announce progress in order to enhance the development of work, leading to job satisfaction of co-workers
- 3) Managing through the principles of success by creating a flexible incentive or reward system based on individual differences to distribute benefits evenly and fairly – dedicated workers must be paid better than undedicated workers
- 4) Responsibility focusing on providing information and preparing readiness in terms of strategy, technology,

information, educational tool, and related resources for staff to work

- 5) For a top-down level of command and control, use negotiation rather than coercion for management to minimize the risk of conflict and complexity. Once a conflict occurs, an administrator must have knowledge, understanding, and mediating skills.
- 6) Encourage clients, personnel, stakeholders to fulfill their potential by leveraging the strengths of diversity from everyone to benefit empowerment in working and creating a good atmosphere for educational institutions

3. Competence of the educational institution

Systematically and continuously promote the key principles in 6 issues as follows:

- 1) Besides the quality of administrators, the quality of teachers and personnel plays a crucial role in the management of learning and teaching. Low-quality teachers and staff will result in poor-quality education management at the educational institution. Therefore, it is important to select teachers and staff who understand their roles well and are good people as well as smart.
- 2) Enhancing the educational management capacity of teachers and personnel in order to work effectively in their roles is essential.
- 3) Create an environment in the school that is conducive to learning for everyone – learners acquire knowledge according to their interests and skills. Everyone must have the opportunity to receive an equal education of the best quality so that

everyone is motivated to learn and create educational innovation.

- 4) Allocation of resources for learning management requires budgets, cooperation, and adequate educational and administrative facilities. Having sufficient information technology and readiness makes the management more flexible and easier for the school to achieve the work goals.
- 5) Establishing and developing an educational institution as a learning organization and community participation can enhance the effectiveness of the educational institution to be ready in all aspects and to have higher competence.
- 6) Managing human resources with good governance will help to create a good atmosphere at the educational institution, which results in a positive impact on the dedication of personnel and enhances the performance of the personnel, which can satisfy recipients.

4. The atmosphere of the educational institution

Systematically and continuously promote the key principles in 6 issues as follows:

- 1) Set the values and culture of the organization or educational institution clearly with cooperation from everyone.
- 2) Support a positive and creative atmosphere in all departments and areas of the organization through recreational and public leisure activities.
- 3) Provide welfare or support to assist personnel to live sufficiently. If the welfare and support are problematic, they will impact the organization's atmosphere

in creating motivation, engagement, work culture, and social support (inside and outside the educational institution) of teachers and personnel.

- 4) Receive news from the media (both inside and outside the school) to catch up on the situation so that everyone will be ready for any event or situation accurately and quickly.
- 5) Environment, buildings, facilities, supplies, and educational equipment are of high quality, elegant, and ready to use.
- 6) Treat personnel equally. All of them focus on treating each other with good governance, respect for human dignity, and respect for each other.

5. Effectiveness of the educational institution

Systematically and continuously promote the key principles in 6 issues as follows:

- 1) Promote the ability to operate various activities at educational institutions by mobilizing all kinds of resources to fulfill the workforce requirement, achieving results according to the goals and objectives fully set by the institutions, and bringing working resources to benefit learners and achieve educational objectives.
- 2) Enhance the quality of education management at educational institutions to have the ability to produce learners possessing high academic achievement and necessary skills for extension and employment.
- 3) Enhance the quality of education management at educational institutions in order to have the ability to develop learners who have a positive attitude as

well as creativity and are able to adapt to the environment as well as take care of themselves without being a burden on others.

4) Enhance the quality of education management at educational institutions to enable integrated development, adaptation, and environmental friendliness.

5) Enhance the quality of education management at educational institutions in order to enable personnel to be academic leaders who can solve problems and

obstacles within the school creatively, as well as apply the concept of systematic work consisting of inputs, processes, and productivity in working.

6) Promote the measurement and evaluation of education management based on a multi-criteria or multi-criteria assessment, aim to operate for quality according to international standards, and have systematic assessment measures and assessment indicators for each learning standard or other relevant metric.

The Following figure demonstrates the promotion of the desirable management of education in urbanization area

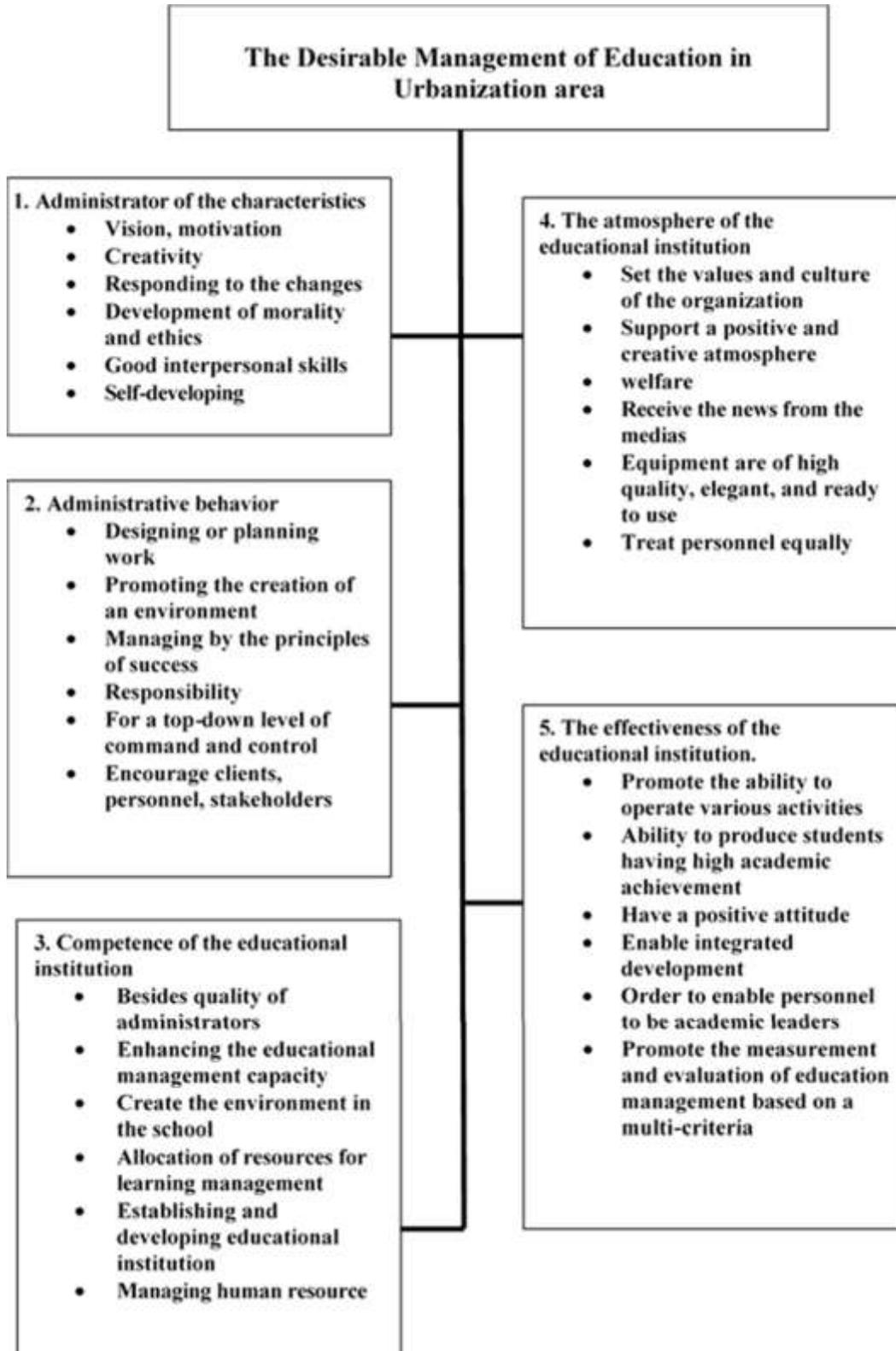


Figure 1 Guidelines for the promotion of the desirable urbanization administration institute of

non-formal and informal education in Bangkok, Thailand.

Discussion

It was observed that the administration of non-formal and informal education centers in urban areas exhibited problems in 5 aspects, including the characteristics of administrators, administrative behavior, atmosphere of the educational institutions, the competence of the educational institutions, and the effectiveness of educational institutions. The outcome was in accordance with the study of Siritrangsi (2013), which investigated the basic educational institution management model. The study found that the basic educational institutions (small, medium, large, and extra-large institutions) did not manage the readiness adequately, especially for small and medium-sized educational institutions in the countryside. Teachers and personnel, budget, knowledge in teaching and learning management, and the network of technology related to laws as well as centralized management policies for schools are still largely the same. Academics, human resources management, and budget all affect the management of administrative problems, which are different in terms of context, size, and readiness, as mentioned above.

Educational institutions under the supervision of the affiliation must manage using the community participation model, the network model, the mentor model, and the server-client model to solve administrative problems.

Guidelines for the promotion of the administration of non-formal and informal education centers in urban areas are discussed as follows:

1) The characteristics of the administrator strongly impact the administration of educational institutions. Therefore, they should be systematically and continuously promoted in 6 issues including vision, creativity, responding to changes, developing morality and ethics, having

good human relations, and self-improvement. Building understanding, activating positive motivation, creating operational collaboration to achieve goals, and building educational institutions into learning organizations will help make management successful. The issues mentioned above are consistent with the study of Krug, S. E. et al. (1990), which examined the leadership and effect of educational administrators on the outcome of learners' education. The research was conducted by measuring the effectiveness and development of educational leadership among administrators. The results showed that the efforts of the school directors to formulate the institution policy, the curriculum management, the teaching supervision, the measurement and evaluation of learning together with teaching, as well as promotion of learning and teaching atmosphere in educational institutions had an impact on the learning of learners as well as the work of personnel. Moreover, it was found that the role of administrators had an effect on the personality of teachers, staff, educational institutions, and communities in the area.

2) The managerial behavior of administrators should be systematically and continuously promoted in 6 issues including: 1) plan work with multiple perspectives, 2) promote the creation of an atmosphere that is conducive to learning, 3) manage success by creating a system of incentives or rewards, 4) focus on providing additional information and readiness to work, 5) use negotiation for a top-down level of command and control rather than coercion, and 6) encourage clients, personnel and stakeholders to fulfill their potential by leveraging their strengths to increase their working capacity. These issues are consistent with Canivel's study (2010), which investigated the relationship between the

ability to face and overcome barriers among private school directors. The results showed that the school directors had a positive ability to overcome the four obstacles: dimensional control, cause, responsibility, and impact on endurance. In addition, school directors must not stick to a single leader model, but the situational leadership model, if they want to be successful.

3) The competence of the educational institution aspect should be systematically and continuously promoted in 6 issues including 1) the quality of teachers and personnel should be promoted besides the quality of administrators, 2) enhancing the educational management capacity of teachers and personnel, 3) creating an environment in the educational institution that is conducive to learning for everyone and learners can study according to their interests and skills, 4) allocation of resources for learning management requires budgets, cooperation, and adequate educational and administrative facilities; having sufficient information technology and readiness make the management more flexible and easier for the school to achieve the work goals, 5) establishing and developing an educational institution as a learning organization and promoting community participation can enhance the effectiveness of the educational institution to be ready in all aspects and to have higher competence, and 6) managing human resources with good governance will help to create a good atmosphere in the school. These issues are consistent with the study of Sopha et al. (2017), which examined the school administration towards excellence in medium-sized schools under the Secondary Educational Service Area Office, Area 25 in Khon Kaen Province: a case study of Waeng Yai Wittayakhom School. The results were concluded as follows: 1) The school established

a policy and the promotion of educational quality and standards development continuously; 2) Strategic planning using SWOT analysis for continuous practice had a concrete planning system; 3) The school focused on the learners by listening to the opinions of the stakeholders, especially the learners; 4) For measurement, analysis, and knowledge management, the school had an educational management evaluation system using the educational quality assurance system and learning management; 5) The school focused on personnel by promoting the development of the potential of teachers and personnel, which is possible by assessing the performance of personnel to meet the standards of the original affiliation; 6) The school focused on the operation by integrating Sufficiency Economy and the King's Philosophy in all school activities; 7) As a result, the school developed towards excellence in all areas and organized systematically towards success.

4) The atmosphere of the educational institution aspect should be systematically and continuously promoted in 6 issues as follows: 1) Set the values and culture of the organization or the educational institution clearly with cooperation from everyone in the educational institution; 2)

Support a positive and creative atmosphere in all departments and areas of the organization through recreational and public leisure activities; 3) Provide welfare and support to assist personnel to live sufficiently. If welfare and support are problematic, it will impact the organization's atmosphere in creating motivation, engagement, work culture, and social support (inside and outside the educational institution) of teachers and personnel. 4) Receive news from the media (both inside and outside the school) to catch up on the situation so that everyone will be ready for any event or situation

accurately and quickly; 5) Environment, buildings, facilities, supplies, and educational equipment should be of high quality, elegant, and ready to be used; 6) Personnel are treated equally. All of them focus on treating each other with good governance, respect to human dignity, and respect to each other. These issues correspond with the study of Montha (2019), which studied the factors affecting the educational quality of schools under the Bangkok Primary Education Service Area Office. It was found that the quality of the school was influenced the most by its teachers, followed by the educational administration, administrators, learning and research management, relationship, and community cooperation.

5) The effectiveness of the educational institution aspect should be systematically and continuously promoted in 6 key principles as follows: 1) Promote the ability to operate the various activities of educational institutions by mobilizing all kinds of resources to fulfill the workforce requirements, thus achieving results according to the goals and objectives, and bringing working resources to benefit learners achieving educational objectives; 2) Enhance the quality of education management at educational institutions in order to have the ability to produce students having high academic achievement and necessary skills for extension and employment; 3) Enhance the quality of education management at educational institutions in order to have the ability to develop learners so they have a positive attitude as well as creativity and are able to adapt to the environment; 4) Enhance the quality of education management at educational institutions to enable integrated development; 5) Enhance the quality of education management at educational institutions in order to enable personnel to be academic leaders; 6) Promote the

measurement and evaluation of education management based on a multi-criteria or multi-criteria assessment, aiming to operate with quality. The key principles mentioned above agreed with the study of Buranrom et al. (2014), which studied the factors affecting the effectiveness of academic administration in basic education institutions under the Office of Maha Sarakham Primary Educational Service Area 3. The results were as follows: 1) The opinions of the school administrators and teachers concerning the factors affecting the effectiveness of academic administration in basic education institutions overall and each aspect (human resource development, self-development, analysis, synthesis, and good service) were at a high level; 2) The opinions of the school administrators and teachers concerning the effectiveness of academic administration in basic education institutions overall and all aspects were at a high level. The highest average score was for the development of the learning process, followed by the development of an internal supervision course and internal quality assurance; 3) The factors affecting the effectiveness of academic administration and the effectiveness of academic administration had a positive correlation coefficient overall and in each aspect.

Conclusion

Guidelines for promoting the administration of educational institutions in urban areas and non-formal and informal education centers can be used as a guideline for the promotion of operations that focus on providing education to target groups in addition to prioritizing and creating readiness for educational administrators and personnel. Educational administrators have the role of managing their educational institutes

to meet the requirements of urban dwellers. Guidelines for promoting the administration of educational institutions consist of five aspects, administrative characteristics, administrative behaviors, the performance of educational institutions, the atmosphere of educational institutes, and the efficiency of educational institutes by prioritizing development according to the area's context.

Recommendations

1. Recommendations for executives and stakeholders to apply the study results are as follows:

- 1.1 The selection of school administrators should be valued; use the selection process with appropriate criteria covering ethical intelligence, emotional intelligence, intelligence for facing obstacles, and cognitive intelligence. Select the educational institution administrators who are intelligent and have a development process, methodology, and innovation, by observing their behaviors (training, seminars, learning at all levels) after appointment.
- 1.2 The creation of readiness or equality allocation criteria should be considered. Emphasize achieving qualitative rather than quantitative results in terms of human resources, materials, and technologies for administration as well as learning.
- 1.3 The importance of developing teachers, personnel, and learning management processes should be

a focus of concern (the selection process, training, development, and work incentives in terms of welfare and compensation as well as advancement, which are at the heart of education management).

- 1.4 Assessing the effectiveness of educational institutions in accordance with community context, livelihood, labor market identity, cultural diversity, and local needs should be valued.

2. Suggestions for implementation

- 2.1 A positive culture and atmosphere in the organization should be created by acting as a good role model and motivating subordinates by providing both resourceful and emotional support.
- 2.2 Flexible management methods should be employed relating to the information, context, and circumstances of educational institutions by recognizing the importance of diversity and participation from stakeholders.
- 2.3 The quality improvement of learners, teachers, staff, and learning management processes should be emphasized with academic leadership and management with quality systems.
- 2.4 The participation of students' parents, students' employers, affiliated organizations of students, and communities should be encouraged to support the

resources and manage the education that is consistent with lifestyle and community needs.

3. Recommendations for future researches

- 3.1 The indicators of educational administrators' characteristics that affect the efficiency of educational institutions under the NFE office should be studied.
- 3.2 The components of effective administrative behavior should be studied.
- 3.3 The effective education management model of the educational administrators should be assessed.
- 3.4 Other issues that may impact the effectiveness of the educational administrators should be studied, such as the expectations or readiness of the parents, the allocated budget, and cultural intelligence.

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