# Need Assessment of Education Management According to Sub-District Non-Formal and Informal Education Centre Standards for Excellence

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**Abstract**

This study aims to study the Current Conditions, Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centre. And to study educational management guidelines according to the Sub – District Non – Formal and Informal Education Centre Standards for Excellence. There were two steps: Step 1: Study the Current Conditions, Desirable Conditions, and Needs of educational management standards of Sub – District Non – Formal and Informal Education Centre Standards for Excellence. The sample consisted of 40 school administrators and 328 of the heads of Sub – District Non – Formal and Informal Education Centre, a total of 368 attended in the academic year 2022 using Multi-stage Random Sampling. Step 2: Study the standard educational management guidelines. The informants are qualified by studying best practices from five Models of Sub – District Non – Formal and Informal Education Centres, two persons, totaling ten people, by specific sampling. The research instruments: 1) The Current Conditions and Desirable Conditions Questionnaire following educational management according to standards for Excellence of Sub–District Non–Formal and Informal Education Centre, a 5-level rating scale. 2) Semi-structured interview 3) The Educational Management Approach Assessment Form is a 5-level estimation scale with statistics used to analyze the data, including mean, standard deviation, priority sorting of $PNI_{modified}$ data, and content analysis. The results showed that 1) the current condition as a whole and in terms of study is at a high level; Overall desirable conditions are at the highest level. One aspect is at the highest level: six are at the highest level. Considering the necessary needs, it found that the needs of educational management according to the standards. There is a need to develop all seven areas as follows Organizational Leadership, Strategic Planning, Learner and Stakeholder Focus, Knowledge Analysis and Management Measurement, Processing Management, and Personnel Focus. 2) the suggestions were seven aspects and 135 approaches as follows Workshops, Learning from other people, Brainstorming, Operating Integration, Mentoring, and Learning from successful organizations.

**Keywords:** need assessment, the standards for excellence of sub-district non-formal and informal education centre, educational management

## 1. Introduction

The current trend of social change, especially educational management during the 13th National Economic and Social Development Plan of Thailand, has focused on education as a tool of human resource development to strengthen the learning society and create quality people to meet international standards, educational management has adapted to the context in all aspects. Therefore, the term "standard and quality" of education management has become a key concept of society. Especially during the era of learning reform under the subject matter of Thailand's National Education Act B.E. 2542 (1999).

Peter and Waterman's Concept of Excellence said that in search of excellence, a highly successful American corporate management research conducted by Thomas J. Peter and Robert H. Waterman, Jr. (1982) revealed the attributes of excellence in management in early 1877 that the organizational structure should be centralized, decentralized, or hybrid to achieve operational success and excellence.

In other words, executives are the leaders of excellence in the organization by gradually setting the level of efficiency and effectiveness of the organization to a higher level, both their standards and standards that apply to others. Quality organizations will have a management process model organized to aim for excellence with systematic management that can analyze, control, supervise, monitor, audit, and evaluate performance clearly as

a procedural system that can bring results to comparison. Meanwhile, Dale's (2003) studied teachers and staff in 12 schools using the Malcolm Baldrige system to enhance their quality. The study found that the schools perceived the system as relevant, beneficial, and effective for their improvement. The study also identified some challenges and recommendations for implementing the system in schools.

The Sub-district Non-formal and Informal Education Centre is an agency educational activity designed and organized systematically to improve the knowledge, skills, and attitudes and held outside the school system (Bahar, Maemunaty, & Alvi, 2018). Non-formal education (NFE) system because the informal learning process is more flexible, and the purpose of education is prioritizing the process rather than the learning outcomes (Shofwan et al., 2019). The community is the base for operation and learning management by using community resources such as buildings, places, lecturers, local wisdom, culture, traditions, coordination, promotion, and support for all sectors in the community to jointly organize learning activities, both as service providers, service recipients, as owners, co-thinkers, co-doing, problem-solving, integrating learning processes and organizational learning experiences by the community's way of life. Promoting, supporting, monitoring, and evaluating performance (Office of Non-Formal and Independent Education, 2010)

The educational service unit is closest to the community. Driving community-based tasks from the assessment of the performance of the Sub-district Council many times, it found that many places are still problems in many areas and cannot meet the spirit of non-formal education that must be flexible and able to develop learners for authentic learning. The community does not benefit as much as support for the local talent to participate in development.

Therefore, building quality will create confidence for the client, learners, ruler community, and society. Management quality creates a dimension of excellence in modern education management systems, so it is essential to have a variety of additional factors and elements to help implement the eventual success of the organization. Therefore, the researcher intends to study the Current Conditions, Desirable Condition requirements, and guidelines for education management according to standards.

**2. Research Purpose**

To study the Current Conditions, Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres.

To study Educational Management guidelines according to Sub – District Non – Formal and Informal Education Centre Standards for Excellence.

**3. Scope of the Research**

*3.1 Scope of Contents*

The Components and Indicators of Education Management according to

Sub-District Non-Formal and Informal Education Centre Standards for Excellence are as follows:

1) Organizational leadership consists of 2 indicators: 1) Leadership of senior Leaders 2) Corporate governance and giving back to society.

2) Strategic planning consists of 2 indicators: 1) Strategy preparation and 2) Strategy implementation.

3) Learners and stakeholders focus consists of 2 indicators: 1) Expectations of learners and stakeholders and 2) Engagement of learners and stakeholders.

4) Measurement, analysis, and knowledge management consists of 2 indicators: 1) Measuring, Analyzing, and Improving performance and 2) Information Management and Knowledge Management.

5) Personnel focus consists of 2 indicators: 1) Personnel Engagement and 2) Personnel environment.

6) Process management consists of 2 indicators: 1) Work process and 2) Operational effectiveness.

7) Outcomes consist of 4 indicators: 1) Management, 2) Learning Activities, 3) Participation, 4) Monitoring, Evaluating, and Reporting.

*3.2 Population and Sample Scope*

1) The population includes school administrators under the Office for The Office of the Non-Formal Education and Informal Education (NFE) throughout the country. There were 931 persons, 7,458 of the heads of the Sub–District Non – Formal and Informal Education Centre under The Office of the Non-Formal Education and Informal Education (NFE) throughout the country, a total of 8,389 people.

2) The sample group includes school administrators and sub-district council heads under The Office of the

Non-Formal Education and Informal Education (NFE) throughout the country using Krejcie and Morgan Methodology had a total sample of 368 people divided into 40 school administrators and sub-district council heads and 328 participants used the Multi-stage Random Sampling method.

3) The informants are school administrators and the head of the Sub–District Non – Formal and Informal Education Centre from 5 Best Practices Models, two persons each, totaling ten persons.

4) The group of informants is nine qualified persons for assessment of suitability and feasibility of education management according to the standard Sub – -District Non – Formal and Informal Education Centre Standards for Excellence.
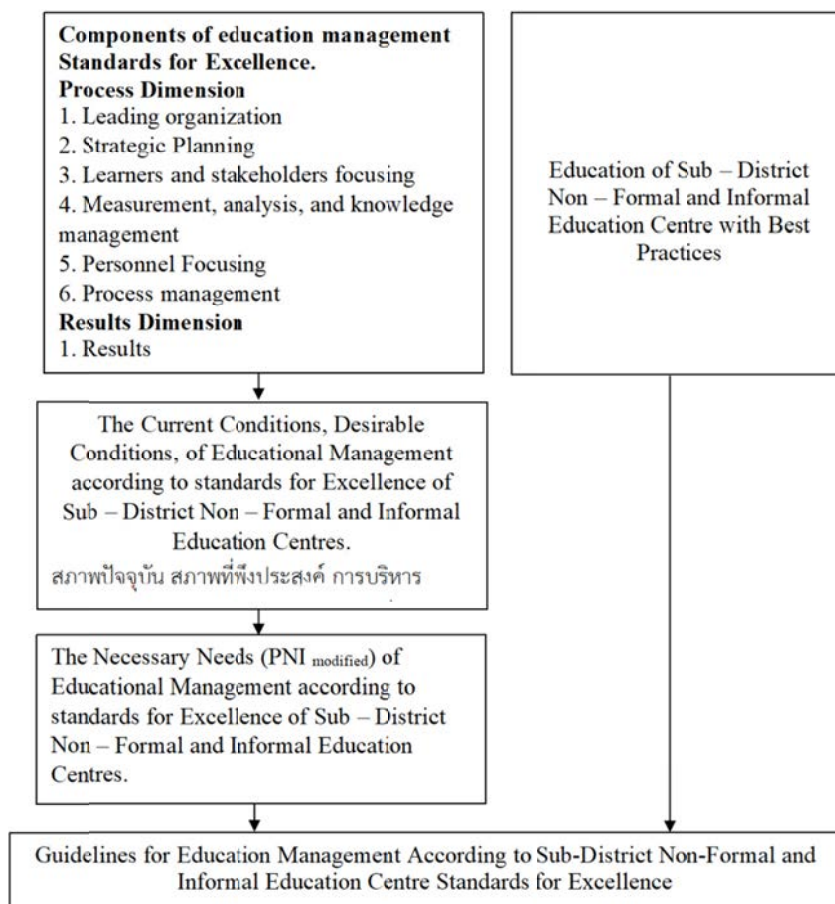
## 4. Research Framework



Figure 1. Conceptual framework for research

## 5. Procedures

*5.1 Step 1*

1) Study the Current & Desirable Conditions and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres.

1) The sample group was the school administrator and the head. It was obtained by multi-stage random sampling and sampled using ready-made tables of Krejcie and Morgan (1970) and Yamane (1973) to consist of a sample of 368 people.

2) The research instrument was Current & Desirable Conditions in Education Management according to the standards Questionnaire by the Likert scale. Part 1: Information about the status of the respondents is a checklist, and Part 2: A questionnaire about the current condition and desirable conditions.

Analyze questionnaires reviewed by experts for conformity to conclusions. The questionnaire with the

classification authority (Item Total Correlation method) ranging from 0.487 to 0.96 passed the quality of 143 criteria with the classification authority from 0.487 to 0.96 and was revised completely.

The questionnaire tried out with a non-sample of school administrators and the head of 30 people to find the classification power using Pearson's simple correlation coefficient. It found that the current condition has a classification authority from 0.487 to 0.96, the questionnaire has a total confidence of 0.997, and the desirable condition has a classification authority from 0.355 to 0.926, the questionnaire has a confidential of 0.993.

3) Data collection researcher submitted the questionnaire and the letter requesting cooperation in answering questionnaires from the Faculty of Education Mahasarakham University Thailand to the educational institution to clarify the objectives and relevant details and request permission to use the questionnaire to collect data for research.

4) Data analysis, analyzed by evaluating with mean and standard deviation from the sample questionnaire data. The criteria for interpreting, are as follows

4.51 – 5.00 means current/desirable condition at the highest level.

3.51 – 4.50 means current/desirable condition at a high level.

2.51 – 3.50 means current/desirable condition at a moderate.

1.51 – 2.50 means current/desirable condition at a low level.

1.00 – 1.50 means current/desirable condition at least level.

To take the data from the analysis of the current condition, Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres. Using by the Modified Priority Needs Index ($PNI_{Modified}$) data priority sorting model of Wongwanit (2015) $PNI_{Modified} = (I – D)/D$

$PNI_{Modified}$ Refers to Modified Priority Need Index

I Means of Important

D Means of Degree of success

*5.2 Step 2*

Study Guidelines for Education Management According to Sub-District Non-Formal and Informal Education Centre Standards for Excellence.

1) Synthesizing documents and research related to the development of guidelines.

2) Draft guidelines by conducting in-depth interviews with qualified persons, details of which are as follows:

The informants were ten qualified using a purposive sampling method from qualified school administrators and heads. The best practice using the research tool was a semi-structured interview. It conducted Quality checks by five experts with a conformity analysis (IOC) on a case-by-item basis, it found to be between 0.60–1.00.

Collection of Information by coordinated with school administrators and the heads with The Best Practices Models for courtesy of information and telephone coordination by setting the appointment date and time for interviews with relevant parties, using the prepared interview form by taking notes, and using a voice recorder and camcorder.

Using content analysis by analyzing data with content analysis techniques to interpret, categorize, and present descriptive information.

3) Review the draft by assessing from the form of inquiry as follows:

The informants were nine qualified persons by using a specific selection method, consisting of three academic students in educational administration, three educational administrators, and three school administrators.

Tools are suitability and feasibility assessments for Guidelines Education Management according to Sub-District Non-Formal and Informal Education Centre Standards for Excellence. It consists of 7 aspects and 135 approaches by considering based on a 5-level Likert scale.

Five means suitability/possibility is at the highest level,

Four means suitability/possibility is at a high level,

Three means suitability/possibility is moderate,

Two means suitability/possibility is at a low level,

One means suitability/possibility is at the lowest level.

Data analysis uses expert approach assessment scores to analyze qualitative and quantitative data and by averaging the standard deviation of the guideline, which based on the rhyme of the approach that experts agree on.

## 6. Results

*6.1 Step 1*

The Current Conditions, Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres.

General information of respondents appears in Table 1 below.

Table 1. Shows the frequency and percentage of respondents classified by status of respondents

| Status of respondents | = 368 | Percentage |
| --- | --- | --- |
| Position | | |
| 1. School Administrators | 40 | 10.90 |
| 2. The heads of Sub – District Non – Formal and Informal Education Centre, | 328 | 89.10 |
| Education | | |
| 1. Bachelor's degree | 299 | 81.30 |
| 2. Master's degree | 67 | 18.20 |
| 3. Dotorate's degree | 2 | 0.50 |
| Position experience | | |
| 1. Less than 10 years | 72 | 19.60 |
| 2. 11–19 Years | 141 | 38.30 |
| 3. 20–29 Years | 70 | 19.00 |
| 4. 30 years or above | 85 | 23.10 |
| Total | 368 | 100 |

It found that the respondents were 40 school administrators (10.90 %) and 328 heads (89.10%). It classified by educational background of 299 bachelor's degrees (81.30%), 67 master's degrees (18.20%) and two doctoral degrees (0.50%), 72 (19.60%)with less than ten years of experience, 141 (38.30%) with 11–19 years of experience, 70 (19.00%) with 20–29 years of experience in the position, and 85 (23.10%) with 30 years or more of experience.

The Current Conditions, Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres in Table 2 below.

Table 2. The mean, standard deviation of current & desirable conditions of the Current Conditions Desirable Conditions, and Necessary Needs of Educational Management according to standards for Excellence of Sub – District Non – Formal and Informal Education Centres

| Components/Indicators | Degree of success (D) | | | Important (I) | | | PNI $_{modified}$ (I-D/D) | Order of importance |
|---|---|---|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | Interpret the results | $\overline{X}$ | S.D. | Interpret the results | | |
| 1. Leading organization | 3.37 | .28 | high | 4.49 | .49 | high | 0.332 | 2 |
| 1.1 Leading Organization of Senior Leaders | 3.38 | .31 | high | 4.67 | .52 | highest | 0.382 | 1 |
| 1.2 Corporate Governance and Social Responsibility | 3.35 | .45 | high | 4.53 | .50 | highest | 0.352 | 2 |
| 2. Strategic planning | 3.37 | .35 | high | 4.49 | .51 | high | 0.332 | 2 |
| 2.1 Strategies | 3.37 | .45 | high | 4.50 | .56 | high | 0.335 | 1 |
| 2.2 Strategy implementation | 3.38 | .35 | high | 4.48 | .51 | high | 0.325 | 2 |
| 3. Learners and stakeholders focusing | 3.38 | .37 | high | 4.49 | .50 | high | 0.328 | 3 |
| 3.1 Learners and stakeholders expectations | 3.38 | .45 | high | 4.49 | .53 | high | 0.328 | 2 |
| 3.2 Learners and stakeholders commitment | 3.37 | .44 | high | 4.49 | .52 | high | 0.332 | 1 |
| 4. Measurement component, analytics, and knowledge management | 3.39 | .38 | high | 4.48 | .52 | high | 0.322 | 4 |
| 4.1 Measurement, analysis, and improvement of performance | 3.40 | .44 | high | 4.49 | .52 | high | 0.321 | 2 |
| 4.2 Information management and knowledge management | 3.37 | .44 | high | 4.49 | .52 | high | 0.332 | 1 |
| 5. Personnel focus | 3.37 | .37 | high | 4.44 | .52 | high | 0.318 | 6 |
| 5.1 Personnel commitment | 3.38 | .40 | high | 4.45 | .59 | high | 0.317 | 1 |
| 5.2 Personnel environment | 3.41 | .43 | high | 4.40 | .66 | high | 0.290 | 2 |
| 6. Process management | 3.40 | .38 | high | 4.49 | .52 | high | 0.320 | 5 |
| 6.1 Work process | 3.40 | .44 | high | 4.50 | .54 | high | 0.324 | 1 |
| 6.2 Operational effectiveness | 3.41 | .43 | high | 4.49 | .54 | high | 0.317 | 2 |
| 7. Outcomes | 3.39 | .29 | high | 4.60 | .43 | highest | 0.357 | 1 |
| 7.1 Management | 3.40 | .32 | high | 4.58 | .43 | highest | 0.347 | 2 |
| 7.2 Learning activities | 3.39 | .34 | high | 4.64 | .43 | highest | 0.321 | 3 |
| 7.3 Participation | 3.39 | .32 | high | 4.58 | .49 | highest | 0.351 | 1 |
| 7.4 Monitoring, evaluation and reporting | 3.36 | .31 | high | 4.36 | .47 | highest | 0.298 | 4 |
| Overview | 3.39 | .28 | high | 4.56 | .43 | highest | 0.345 | |

Table 2, It was found that in the Current Conditions overall, there was a high level of operation ($\overline{X}$ = 3.39) on a case-by-side basis. In descending order, average values identified as Process Management ($\overline{X}$ = 3.40), Measurement, knowledge analysis, and management, outcome ($\overline{X}$ = 3.39), learner and stakeholder focus ($\overline{X}$ = 3.38), and people focus, strategic planning, and organizational leadership ($\overline{X}$ = 3.37).

Overall desirable conditions had the highest level of performance ($\overline{X}$ = 4.56). The most desirable conditions were Outcome ($\overline{X}$ = 4.60). There were six areas of conditions in descending order: Process Management, Strategic Planning, Learner and Stakeholder Focus, Organizational Leadership ($\overline{X}$ = 4.49), Measurement, Knowledge Analysis and Management ($\overline{X}$ = 4.48), and People Focus ($\overline{X}$ = 4.44).

The order of needs necessary for the management of education according to the standards for excellence by aspect, the needs are sorted in descending order as follows: 1st for the results (PNI$_{modified}$ = 0.357), 2nd for organizational leadership, strategic planning (PNI$_{modified}$ = 0.332), 3rd for focusing on learners and stakeholders (PNI$_{modified}$ = 0.328), 4th for measurement, analysis and knowledge management (PNI$_{modified}$ = 0.322), 5th for process management (PNI$_{modified}$ = 0.320) and 6th for personnel focus (PNI$_{modified}$ = 0.318).

*6.2 Step 2*

Guidelines for Education Management According to Sub-District Non-Formal and Informal Education Centre Standards for Excellence was analyzed by answering open-ended questions from interviews and assessments of the appropriateness and feasibility of draft guidelines, including recommendations from experts. Therefore, guidelines for Education Management According to Sub-District Non-Formal and Informal Education Centre Standards for Excellence classifying seven aspects 135 approaches that consist of Workshops, learning from other people, Brainstorming, Operating Integration, Mentoring, and Learning from successful organizations.

## 7. Discussions

Knowles (2015) discusses setting up internal and external learning environment. The outside atmosphere should remove any obstacle to learning. The task of identification is to distinguish components, groups, or an ingredient from one another. Identification is the first step of a community activity process to explored the needs and the learning resources available in the community (Blackmore, 2010). The results of an analysis are as follows,

1) The overall Current condition was a high level. It is because the reviewers give their opinion in the same direction the systematic and effective strategic planning. Provide opportunities for personnel to participate in consideration and suggestions for strategic plans. Provide an analysis of the internal and external environment and use the information to prepare a strategy. Personnel expectations use information in short-term and long-term strategic goal planning. The management promotes the preparation of an action plan with the strategic plan in each phase, with a SWOT analysis to use the information of strategies and opportunities for personnel to participate in consideration and give suggestions. (Gharachorloo, Nahr, & Nozari, 2021). It is also in line with the opinion of Sunvit Kaewmee (Sunvit, 2018) conducted on the management of excellence of Islamic private schools under the Office of the Private Education Commission In the next decade. The results were as follows: (1) Current conditions Executives have leadership and management based on excellent governance principles (Ponomareva et al., 2022) and classes organized in ordinary subjects along with religion (Illah, Mansur, Hidayatullah, Sariman, & Seena, 2022). There are standards and measurement criteria in teaching and learning, assessment, and knowledge management to improve teaching and learning management to be effective (Ibrahim & Ali, 2021). Personnel are selected according to their knowledge and abilities by their line of work and a system of operation designed for teachers and personnel (Tien & Manh, 2021). (2) Administrative Elements for Excellence of Islamic Private Schools Under the Office of the Private Education Commission, it consists of 7 components: (1) Organizational Leadership, (2) Strategic Planning, (3) Customer Focus, (4) Knowledge Measurement, Analysis and Management, (5) People Focus, (6) Operations Focus, and (7) Results. It is in line with the research of Supit Sopha et al. (2017); School Management for Excellence in Medium-sized Schools under the Office of Secondary Education Area 25, Khon Kaen Province: A Case Study of Wangyai Wittayakom School. The results showed that the school management towards excellence consists of (1) leading the organization; The school has established policies and supports the continuous and sustainable development of quality and educational standards. (2) Strategic planning has a concrete planning system by continuously analyzing SWOT analysis into practice. (3) Learner focus. The school listens to the opinions of stakeholders, especially learners (Bubb & Jones, 2020). Emphasis on high participation for quality development and responsiveness of school strategies (4) Measurement, analysis, and knowledge management has an evaluation system for education management using the quality assurance system of education and has developed learning management. (5) Personnel focusing on the school promotes the potential development of teachers and personnel by evaluating the performance of personnel to ensure quality according to the standards of the affiliated agencies. (Cheng, 2022).

2) The overall Desirable Conditions was the highest level because the reviewers give their opinion that the management will be the mainstay in determining the direction of the organization and organizational structure to lead to excellence and participate in the analysis and design requirements of internal and external processes. Properly allocate the necessary resources. Create a learning atmosphere and exchange lessons between departments within the organization to lead to learning and innovation. Develop and convene roaming meetings. Visit the area to find weaknesses and strengths in each area to find solutions. Develop, improve, and allocate working time to review mistakes that have occurred for learning and further improvement, including good governance and social responsibility (He & Harris, 2020). There is a process for developing strategies and providing KPIs that compare performance with goals or standards agreed upon in developing motivation with clear goals (Jalal & Murray, 2019). In addition, the performance of the action plan is monitored by and comprehensive and responds to student satisfaction (Kassab, El‑Sayed, & Hamdy, 2022). Meanwhile, according to Samaporn Leeangrat studied the quality management model of international standard schools at the primary level. It found that the quality management of leadership executives consisted of 9 variables as follows : (1) responsible for the quality of education. (2) the management creates understanding and communication in quality management (3) the school administrator has leadership (4) the administrator has transformational leadership (5) the school administrator has ethics and professional ethics (6) the administrator has academic leadership (7) the management has a good relationship with students and parents (8) management is transparent. (9) Administrators are socially responsible and role models (Samaporn, 2017). In line with Punchapha's research (Punchapha, 2021), she studied the Development of a Management Model for Office Excellence in Public Universities showed that there were seven elements and indicators, and 75 indicators confirmed by experts are

appropriate to a large extent. The developed management model for excellence consists of 5 parts: Part 1: Principles Conception and Objectives, Part 2: Management for Office Excellence consists of (1) Organizational Leadership, (2) Strategy, (3) Customers, (4) Measurement, Analysis, and Knowledge Management, (5) Personnel, (6) Operating System, and (7) Outcomes. Part 3: Implementation Guidelines, Part 4: Evaluation, and Part 5: Conditions and Assessment Results Development of management model for office excellence in public universities. The Assessment by experts was the most appropriate development of the management model for office excellence in public universities, showing that before development of the management model for excellence of offices in public universities was at a high level (Astin, 2012). The overall management style for office excellence in public universities was highest and compared to the average management for office excellence in public universities. (Waswas & Jwaifell, 2019).

3) Level of needs for developing a model such as (1) Outcome, (2) Organizational leadership and strategic planning, (3) Learner and stakeholder focus, (4) Measurement, analysis, and knowledge management, (5) Process management, and (6) Human Resource Focus. As well known, every individual always tries to meet their needs through learning. Learning needs come from the inherent needs of individuals since they were born. Willingness to learn has existed in each individual with the obligation to progress and develop. This need is a driving force for individuals to live in defense of danger, the flow of technology, and the times and to be sustainable. Pornnapa Poonsawat studied the administrative elements for the excellence of private schools in Khon Kaen. It found that the administration components for excellence of private schools in Khon Kaen consisted of 7 components as follows: (1) Leading the organization, it found that the management determines the policy direction, vision, values, and the school focuses on academics to develop the quality of learners to keep up with the changing situation, flexible in the context of Thai society with emphasis on personnel participation. (2) Strategic planning: It found that the management has a strategic planning process using the principles of SWOT analysis that determines the direction of the school according to the beneficial target group. (3) Focus on learners and stakeholders. It found that the management has organized an outstanding and diverse curriculum, responded to learner satisfaction, and engaged parents and stakeholders. (4) Measurement, analysis, and knowledge management found that the management manages sufficient quality information and technology resources ready for use by exchanging learning with private school networks and external agencies. To promote and support the development of the quality of education management towards the excellent School. (5) Focusing on people, it found that the management continuously promotes the development of personnel potential, focusing on teamwork. Create career stability with a concrete system to evaluate the performance of personnel. (6) Focus on practice: It found that the school has a system and mechanism to operate to achieve the objectives, supervise, monitor, evaluate, and implement improvement work to achieve quality success, and (7) the results showed that the management has an effective education management system, resulting in the quality of students aiming for excellence. All stakeholders are satisfied. It affects the stability and reputation of the school (Pornnapa, 2020). In line with the research of Tasanee Rattanasuwan, she studied the research on the development of effective management models of bases private educational institutions (Tasanee, 2017). It found that the current condition of the administration of bases private educational institutions is effective (Ancheta & Ancheta, 2020). Overall, there is a wide range of knowledge, both in driving education management and Strategic planning through the specific context of each school. The integration of the system to lead to practical implementation has a relatively small level of practice. Analysis of the composition and results of the development effective management models of private bases education institutions consists of three Elements: 1 is input. 2 is Transformation Process. Component 5 is Yield Performance Monitoring Results Affirm an effective model administration of bases private educational institutions. The seminar based on experts, experts found it appropriate. There is a possibility of consistency and helpfulness in all aspects (Wu, Mai, & Li, 2021).

## 8. Recommendation

The results of the study are necessary for the management of education according to the standards for excellence of Sub-District Non-Formal and Informal Education Centre that priority 1 in terms of results, priority 2 Organizational Leadership and Strategic Planning, priority 3 Learner and Stakeholder Focus, therefore, the director of the office Provincial councils and school administrators should give priority or should develop as follows:

1) Result Organizations should set goals for all personnel who achieve that outcome together.

2) Organizational leadership and strategic planning Organizational leaders play a role in shaping the organization. Regularly supervise and review the organization's performance, as well as ingenious strategic planning. There is a way to convey strategies that personnel lead to clearly action and can adjust plans if the situation changes.

3) Learner and stakeholder focus Stakeholders: Organizations should focus on the needs of learners and stakeholders. Stakeholders focus on learner and stakeholder satisfaction outcomes. It includes building corporate engagement with learners and stakeholders.

## Acknowledgments

## Authors' contributions

Not applicable.

## Funding

Not applicable.

## Competing interests

The author declare that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## Informed consent

Obtained.

## Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

## Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

## Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## Data sharing statement

No additional data are available.

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