

The Relationship Between the Participatory Management and the School Effectiveness Under the Secondary Educational Service Area Office Bangkok 2

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Abstract

The objectives of this research were to: 1) study the participatory management under the Secondary Educational Service Area Office Bangkok 2, 2) study school effectiveness under the Secondary Educational Service Area Office Bangkok 2, and 3) study the relationship between participatory management and school effectiveness under the Secondary Educational Service Area Office Bangkok 2. The sample group, selected using multi-stage random sampling, consisted of 357 secondary school teachers in the academic year 2024. The research instrument was a questionnaire on the relationship between participatory management by school administrators and school effectiveness, with a reliability coefficient of 0.989. The statistics used for data analysis included frequency, percentage, mean, standard deviation, and Pearson's product-moment correlation coefficient. The research findings revealed that the participative management of school administrators and the overall as well as specific aspects of school effectiveness were rated at a high level. Furthermore, there was a strong positive correlation, at a statistically significant level of 0.01, between the participative management of school administrators and the effectiveness of schools under the jurisdiction of the Secondary Educational Service Area Office Bangkok 2.

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Introduction

According to Section 65 of the Constitution of the Kingdom of Thailand, the country is required to formulate a national strategy to promote sustainable development based on the principles of good governance. The 20-Year National Strategy (2018–2037) aims to establish Thailand as a stable, prosperous, and sustainably developed nation (Prakāṭ rūāng yutthasāṭ chāṭ (PhōṭSoṭ, 2561-2580), 2018).

Recognizing the importance of education, the Office of the Basic Education Commission has established policies, strategic priorities, and urgent initiatives (Quick Win), which emphasize learner-centered instruction, lifelong learning, curriculum and innovation development, and effective school management. These efforts aim to enhance the quality of education and appropriately respond to the needs of society (Office of the Basic Education Commission, 2024).

Educational institutions play a vital role in human resource development, which serves as the foundation for long-term national development. Therefore, school operations must focus on effectiveness, which reflects student quality in terms of academic achievement and desirable characteristics. Effective teaching and learning management, efficient school administration, and collaboration among all sectors are essential factors in achieving educational goals (Luangam, 2019). School performance largely depends on the knowledge, abilities, and experience of school administrators, who play a critical role in maintaining educational standards and promoting high-quality learning (Kampai et al., 2021). In addition, providing opportunities for teachers, students, parents, and the community to participate in decision-making and school development fosters learning motivation and a collaborative, supportive environment. Such participation contributes to institutional flexibility, continuous improvement, and operational effectiveness.

Participatory management is a widely recognized approach and an essential tool for driving governance in educational institutions. It reflects transparency and shared responsibility among administrators, teachers, students, parents, and the community in moving the school toward its goals effectively and sustainably (Yimprasert, 2022). The participation of all stakeholders helps establish effective operational practices and serves as a key component in enhancing school effectiveness. Participation leads to valuable and legitimate collective decision-making (Hemmaranon, 2021). Therefore, effective administrators should apply the principles of participatory management to improve the quality of education.

Enhancing school effectiveness is a critical goal of educational administration in the contemporary era, which is characterized by rapid changes in technology, diverse student populations, and increasing societal expectations. School effectiveness cannot be viewed from a single perspective; rather, it must encompass multiple dimensions, including productivity, reflecting students' learning outcomes; satisfaction of teachers, students, and stakeholders; flexibility in managing and responding to challenges; and adaptability to changing internal and external contexts.

Within this context, participatory management has gained attention as a key mechanism that can comprehensively promote school effectiveness. It emphasizes the involvement of administrators, teachers, students, parents, and the community in management processes, including decision-making, implementation, evaluation, and benefit-sharing. Genuine participation from all stakeholders helps foster a sense of ownership, build trust among involved parties, and lead to high-quality, collectively accepted decisions. Ultimately, this approach contributes to enhanced productivity, increased job satisfaction among personnel, greater flexibility in instructional management, and the school's ability to adapt effectively to ever-changing circumstances.

From the examination of the aforementioned issues, it was found that participatory management and school effectiveness are interrelated. Therefore, the researcher is interested in studying the relationship between participatory management and school effectiveness in order to use the research findings to develop and improve school administration under the Secondary Educational Service Area Office Bangkok 2. The main goal is to enhance the quality of student learning outcomes, which will contribute to the broader development of the country.

Research objectives

1. To study the level of Participatory management by school administrators under the Secondary Educational Service Area Office Bangkok 2.
2. To study the level of school effectiveness under the Secondary Educational Service Area Office Bangkok 2.
3. To study the relationship between participatory management and school effectiveness under the Secondary Educational Service Area Office Bangkok 2.

Literature review

This research study is based on academic documents and related research studies, synthesizing the components of the research as follows:

Participatory management

Participatory Management is a management approach that emphasizes the involvement of personnel at all levels in decision-making, planning, and problem-solving to foster collaboration and strong bonds between administrators and teachers. Its key features include giving teachers a role in decision-making, promoting teamwork, facilitating open two-way communication, and supporting professional development through collaborative learning and training. Moreover, participatory management helps build a strong organizational culture by encouraging a friendly, cooperative, and supportive working environment within the school (Harianto, 2024).

Participatory management refers to a working process where individuals and stakeholders involved in educational management participate in thinking, decision-making, planning, working, taking responsibility, and expressing opinions, using creativity and expertise in performing tasks (Kanaon, 2022).

Participatory management is an approach that provides opportunities for all levels of personnel within the school to participate in decision-making and work processes. The goal is to enhance work efficiency, increase job satisfaction, and promote open and transparent communication within the school. This aligns with the participatory management concept developed by Cohen (1980), scholars who contributed to the development of participatory management theory, which remains applicable today. The concept includes four key areas, detailed as follows:

1. Decision-making refers to the process in which all personnel at all levels in the school participate in decision-making on matters related to their work. This helps increase a sense of value and responsibility, fosters satisfaction and commitment, and promotes skill development, creativity, and open communication within the school.

2. Implementation refers to the process in which all personnel at all levels in the school participate in implementing plans or projects. This helps build a sense of involvement and responsibility, increases cooperation and work efficiency, promotes open communication, and enhances job satisfaction.

3. Evaluation refers to the process in which all personnel at all levels in the school participate in examining and analyzing the outcomes of plans or projects. The purpose is to gather feedback and suggestions from all parties involved, which helps improve the efficiency and quality of work, ensures transparency, and increases shared responsibility within the school.

4. Benefits refers to the process in which all personnel at all levels in the school or involved parties share and benefit from the success. This helps motivate the development of knowledge and skills, increases satisfaction, and strengthens the sense of belonging within the school.

School effectiveness

The effectiveness of a school refers to the operations of the school that achieve its objectives through educational management that creates learning and satisfaction for both teachers and students. The school is able to seek resources from the environment and utilize them efficiently, adapt to the environment, and remain flexible in its operations to align with the context of the school (Mueangkham, 2020).

The effectiveness of a school means the ability of the administrators and teachers to work together, playing a crucial role in achieving the goals and objectives of education management. This is done through cooperation from all parties, resulting in students who achieve high academic performance, possess skills, and have positive attitudes. Students can learn and adapt to their environment, as well as effectively solve problems within the school to ensure quality and successful outcomes for the school (Chaichaofa, 2022).

Therefore, School effectiveness is the achievement of educational goals by promoting student performance, enhancing the quality of teaching, and creating a positive working environment. Additionally, it ensures the efficient use of resources and provides opportunities for stakeholders to collaboratively develop the school in a sustainable manner.

School effectiveness consists of four key components. Productivity refers to the institution's capacity to develop students' high academic achievement and enable them to compete or continue their education effectively (Kamrat, 2021), as well as to promote appropriate knowledge, skills, attitudes, and morals essential for life (Mott, 1972). Satisfaction reflects the positive feelings of teachers and staff toward their roles, organizational relationships, opportunities for advancement, and participation (Kamrat, 2021). Flexibility indicates administrators' ability to set goals, manage operations flexibly, and handle conflicts appropriately (Chaichaofa, 2022). Lastly, adaptability refers to the institution's capacity to adjust teaching processes, technology use, and environmental arrangements to align with changes in policies and society (Mott, 1972).

In addition to the four core components of school effectiveness, other important indicators have been identified. Environmental adaptability refers to school management that enables personnel to work happily and effectively by fostering a supportive environment and being responsive to political and situational challenges (Kamrat, 2021). Integration involves aligning plans, processes, resources, and outcomes in a systematic manner to support the school's overall goals (Hoy & Miskel, 2001). Educational resource management refers to the strategic planning and efficient use of resources to enhance learning and organizational performance (Pakdee et al., 2022).

Furthermore, the ability to cultivate students' positive attitudes includes promoting morality, discipline, emotional stability, and respect for others' opinions (Hemmaranon, 2021).

The researcher selected four components of school effectiveness productivity, satisfaction, flexibility, and adaptability based on a systematic review of related literature and research (Hemmaranon, 2021; Hoy & Miskel, 2001; Kamjuy & Pauwongsakul, 2023; Kamrat, 2021; Khamsawat & Saengsil, 2022; Khongsaenkhum & Thaijaidee, 2020; Mott, 1972; Pakdee et al., 2022; Saengnok & Sathapornwachana, 2023; Sungkaew & Wannapiro, 2024). These components appeared repeatedly in at least five diverse studies, reflecting their significance and relevance to the current educational management context, especially in an era where schools face rapid changes in society, technology, and educational policy. The selection of these four components is academically appropriate and provides a solid conceptual framework for studying the relationship with participatory management effectively, both in terms of measurement and analysis of factors influencing overall school success.

Conceptual framework

The researcher studied the participatory management theory of Cohen (1980), which consists of four areas: 1) Decision-making, 2) Implementation, 3) Evaluation, and 4) Benefits. The researcher also reviewed relevant academic literature and research and synthesized the components of school effectiveness, which include four areas: 1) Productivity, 2) Satisfaction, 3) Flexibility, and 4) Adaptability. Details are shown in Figure 1.

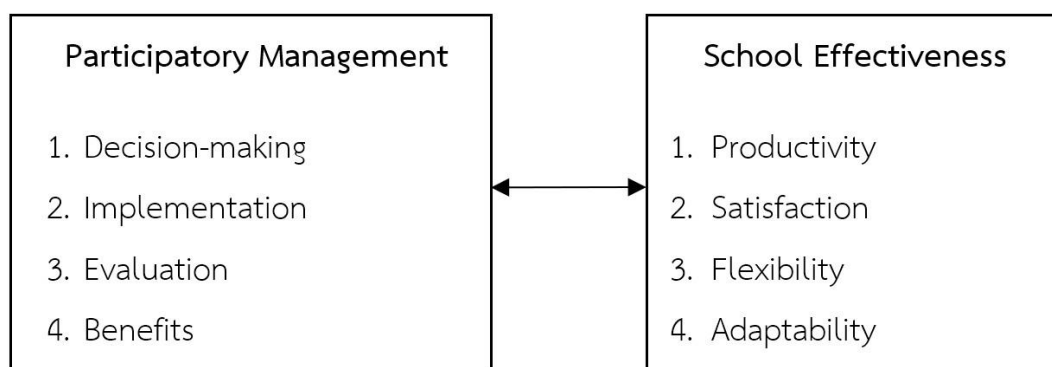


Figure 1 Conceptual framework

Research methodology

The research methodology used is survey research. The researcher has defined the scope of the study as follows:

Population and sample

The population in this study comprised teachers under the jurisdiction of the Secondary Educational Service Area Office Bangkok 2 for the academic year 2024, covering 52 schools and totaling 5,534 teachers. Data were collected on March 17, 2024 (The Secondary Educational Service Area Office Bangkok2, 2024).

The sample in this study consisted of teachers from the same jurisdiction in the academic year 2024. The sample size of 357 participants was determined using Cohen's table (Cohen et al., 2018) at a statistical significance level of 0.05. A multistage sampling technique was employed to select the participants.

In Step 1, stratified random sampling was used by treating the six campuses under the Secondary Educational Service Area Office Bangkok 2 as strata: Wachiraburapha (9 schools), Nawamin (8 schools), Ratchavipha (9 schools), Phakeenopwatt (9 schools), Benjawiro (8 schools), and Navasirinakharin (9 schools).

In Step 2, the proportion of the sample size for each campus was calculated using the following formula:

$$n = \frac{A \times 357}{N}$$

n = sample size (individuals)

N = total population size (individuals)

A = number of teachers in each campus (individuals)

In Step 3, simple random sampling was applied to select teachers from each campus based on the calculated proportions.

The researcher collected data by obtaining an official letter from the Graduate School, Faculty of Education, Ramkhamhaeng University, which was submitted to the school directors under the Secondary Educational Service Area Office Bangkok 2 to request permission for data collection. An online questionnaire (via Google Forms) was then distributed to a sample group of 357 participants. The data collection took place between March and June 2024. All questionnaires were returned, resulting in a 100 percent response rate. The collected data were subsequently compiled for further analysis.

Research instrument

The research instrument used in this study is a questionnaire that synthesizes questions related to the participatory management of school administrators and the effectiveness of the school. Each question aligns with the specific definitions established by the researcher, which are divided into three sections as follows:

Section 1: A questionnaire regarding the basic information of the respondents, in the form of a checklist, consisting of six items.

Section 2: A questionnaire regarding the participatory management of school administrators, consisting of 28 items.

Section 3: A questionnaire regarding the effectiveness of the school, consisting of 28 items.

The questionnaires in Section 2 and Section 3 used a 5-point rating scale: Very High, High, Moderate, Low, and Very Low.

Table 1 The questionnaire items used to assess participatory management

Participatory Management			
1. Decision-making	2. Implementation	3. Evaluation	4. Benefits
<ul style="list-style-type: none"> - The school administrators provide opportunities for teachers to participate in formulating the school's vision, mission, goals, and strategies. - The school administrators allow teachers to take part in meetings, discussions, and idea exchanges for planning school projects and activities. - The school administrators involve teachers in decision-making processes regarding the school's direction and in solving students' academic achievement problems. - The school administrators engage teachers in planning and allocating the use of various school resources. - The school administrators encourage teachers to propose solutions to problems occurring within the school. - The school administrators allow teachers to participate in the allocation of the school's annual budget. - The school administrators involve teachers in monitoring and evaluating school operations. 	<ul style="list-style-type: none"> - The school administrators provide opportunities for teachers to initiate and be creative in work planning. - The school administrators allow teachers to participate in improving and developing methods for implementing school projects and activities. - The school administrators promote teamwork among teachers and foster collaboration across all sectors within the school. - The school administrators involve teachers in implementing the school quality development plan and the annual action plan. - The school administrators encourage teachers to pursue continuous self-development and professional growth. - The school administrators support teachers in holding meetings and coordinating with external personnel to build inter-organizational development networks. - The school administrators allow teachers to participate and make reasonable decisions in the performance of their duties. 	<ul style="list-style-type: none"> - The school administrators provide opportunities for teachers to participate in determining the guidelines for evaluating the implementation of school projects and activities. - The school administrators allow teachers to be involved in planning meetings for monitoring and evaluating the school's operations. - The school administrators enable teachers to participate in supervising, monitoring, and evaluating the school's progress. - The school administrators provide opportunities for teachers to engage in evaluating the implementation of school projects and activities. - The school administrators encourage teachers to contribute suggestions for improving and developing the school's operations. - The school administrators provide opportunities for teachers, students, and stakeholders to participate in evaluating and analyzing the outcomes of school projects and activities. - The school administrators involve teachers in analyzing evaluation results for the improvement of school projects and activities. 	<ul style="list-style-type: none"> - The school administrators reinforce teachers' pride in performing their duties successfully. - The school administrators consistently provide moral support and encouragement to teachers in carrying out their responsibilities. - The school administrators recognize and honor teachers for their achievements in various areas. - The school administrators make teachers feel a sense of belonging in the school's accomplishments. - The school administrators and teachers share in both the positive and negative outcomes of the school's operations. - The school administrators and teachers collaborate in producing achievements that are recognized and accepted by all stakeholders. - The school administrators and teachers contribute their personal benefits to the development and improvement of the school.

Table 2 The questionnaire items used to assess school effectiveness

School Effectiveness			
1. Productivity	2. Satisfaction	3. Flexibility	4. Adaptability
<ul style="list-style-type: none"> - The school administrators promote a shared goal among teachers in organizing instructional activities that focus on achieving student learning outcomes according to educational standards. - The school administrators encourage and support teachers in designing instructional activities that foster motivation, creativity, and self-confidence among students. - The school administrators support teachers in collaboratively developing students to possess positive attitudes, values, ethics, morality, and desirable characteristics. - The school administrators promote the creation of a positive learning environment conducive to effective teaching and learning. - The school administrators encourage teachers to enhance students' core competencies. - The school administrators support teachers in integrating technology into instructional practices. - The school administrators promote instructional practices that enable students to live happily and successfully in society. 	<ul style="list-style-type: none"> - Teachers are satisfied with performing their duties in alignment with their knowledge and capabilities. - Teachers are satisfied with the school's plans, policies, measures, and operational procedures. - Teachers are satisfied with the opportunities to access diverse information and skill development. - Teachers are satisfied with the autonomy in their work, particularly in academic matters. - Teachers are satisfied with the opportunities for learning and professional development. - Teachers are satisfied with their positive attitudes toward their professional responsibilities. - Teachers are satisfied with the availability of facilities that support teaching and learning activities. 	<ul style="list-style-type: none"> - The school administrators are able to resolve conflicts by persuading all parties to share common values, ideas, and goals for school development. - The administrators are capable of interacting with teachers to align efforts toward a unified goal. - The school administrators demonstrate effective coordination and manage internal school affairs with flexibility. - The school administrators are able to control situations effectively in the event of emergencies within the school. - The school administrators exhibit enthusiasm and leadership in resolving school-related problems successfully. - The school administrators collaborate and exchange ideas with teachers, students, parents, and stakeholders in solving educational issues. - The school administrators possess management skills that allow them to operate the school with flexibility. 	<ul style="list-style-type: none"> - The school administrators have a clear vision and are able to strategically plan and manage school operations efficiently and effectively. - The school administrators establish policies and actively promote teachers to implement these policies successfully. - The school administrators continuously develop themselves to keep pace with changes in global and societal contexts. - The school administrators encourage teachers to be creative and use appropriate teaching techniques to enhance student performance. - The school administrators adapt management styles to increase flexibility and responsiveness. - The school sets clear and consistent policies and operational guidelines that emphasize collaborative work. - The school administrators serve as academic leaders who promote, support, and foster an academic atmosphere for both teachers and students.

The content validity was assessed by five experts who evaluated the alignment of the questionnaire items with the specific definitions. The Index of Item Objective Congruence (IOC) ranged from 0.80 to 1.00. Reliability was determined using statistical software by calculating

Cronbach's alpha coefficient, which yielded a reliability value of 0.989. Additionally, the item discrimination power of the questions ranged from 0.65 to 0.89.

Data analysis

1. Analyze the basic data of the respondents by using frequency distribution and then calculate the percentage.

2. Analyze the level of opinion regarding participatory management and school effectiveness by calculating the mean and standard deviation (S.D.). As suggested by Best and Kahn (1993), the following criteria were used for interpreting mean values:

4.51–5.00 means the level of participatory management/school effectiveness is at the highest level.

3.51–4.50: The level of participatory management/school effectiveness is high.

2.51–3.50: The level of participatory management/school effectiveness is moderate.

1.51–2.50: The level of participatory management/school effectiveness is low.

1.00–1.50: The level of participatory management/school effectiveness is at the lowest level.

3. The relationship between participatory management and school effectiveness was analyzed using the Pearson Product-Moment Correlation Coefficient (Gravetter & Wallnau, 2020). The correlation coefficient (r) ranges from -1 to 1, where the absolute value ($|r|$) represents the strength of the relationship and the sign (positive/negative) indicates the direction of the relationship.

In this study, both the strength (based on absolute values) and direction (positive or negative) of the relationship between participatory management and school effectiveness are reported to provide a more comprehensive understanding of how these variables are associated.

Research results

1. The level of teachers' opinions on the participatory management of school administrators.

Table 3 Mean, standard deviation, and level of opinion of teachers toward participatory management by dimension and overall

(n = 357)

Participatory Management	\bar{X}	SD	Level
1. Decision-making	4.05	0.811	high
2. Implementation	4.15	0.780	high
3. Evaluation	4.12	0.748	high
4. Benefits	4.07	0.796	high
Total	4.10	0.732	high

The table shows that, overall, participatory management is at a high level ($\bar{X} = 4.10$). The highest average ($\bar{X} = 4.14$) is implementation. The next highest average ($\bar{X} = 4.12$) is evaluation. The area with an average of ($\bar{X} = 4.07$) is benefits, and the area with the lowest average ($\bar{X} = 4.05$) is decision-making.

2. The level of teachers' opinions on the effectiveness of the school.

Table 4 Mean, standard deviation, and level of opinion of teachers toward school effectiveness by dimension and overall

(n = 357)

School Effectiveness	\bar{X}	SD	Level
1. Productivity	4.16	0.808	high
2. Satisfaction	4.13	0.775	high
3. Flexibility	4.01	0.817	high
4. Adaptability	4.05	0.821	high
Total	4.09	0.743	high

The table shows that, overall, the effectiveness of the school is at a high level ($\bar{X} = 4.09$). The highest average ($\bar{X} = 4.16$) is productivity. The next highest average ($\bar{X} = 4.13$) is satisfaction. The area with an average of ($\bar{X} = 4.05$) is adaptability, and the area with the lowest average ($\bar{X} = 4.00$) is flexibility.

3. The results of the analysis of the relationship between participatory management of school administrators and the effectiveness of the school.

Table 5 The relationship between participatory management and school effectiveness

Participatory Management	School Effectiveness				
	Productivity (Y_1)	Satisfaction (Y_2)	Flexibility (Y_3)	Adaptability (Y_4)	Total (Y_{tot})
Decision-making (X_1)	0.788**	0.772**	0.774**	0.705**	0.823**
Implementation (X_2)	0.817**	0.801**	0.731**	0.714**	0.829**
Evaluation (X_3)	0.803**	0.793**	0.685**	0.703**	0.807**
Benefits (X_4)	0.837**	0.779**	0.795**	0.779**	0.864**
Total (X_{tot})	0.869**	0.842**	0.800**	0.777**	0.890**

Note: **Statistically significant at the 0.01 level

The table shows that the relationship between participatory management of school administrators and the effectiveness of the school is positively correlated at a high level ($r_{xy} = 0.890$), with a statistical significance at the 0.01 level, and is consistent with the research hypothesis.

Discussion

1. The overall level of participatory management by school administrators was found to be high. This may be because administrators provided opportunities for teachers to participate in decision-making and work processes with the aim of enhancing work efficiency, increasing satisfaction, and promoting open communication within the school.

This is consistent with Kaewma (2020), who stated that participatory management is an approach that allows stakeholders in education to engage in thinking, decision-making, planning, and working together. Such involvement creates a sense of connection and mutual commitment, leading all parties to work together toward achieving the school's goals. This finding is also in line with

Hanupap (2021), who studied participatory management affecting academic performance in schools in Udon Thani Province and found that participatory management—both overall and in specific aspects—was at a high level. Similarly, the research of Kiatsirikul (2022), which examined strategic leadership and participatory management in schools in Kanchanaburi Province, also revealed that participatory management, both overall and in specific aspects, was at a high level.

However, the researcher noted that although the results showed that teachers' opinions on participatory management of school administrators were at a high level both overall and in specific areas, the average scores slightly exceeded the threshold for this interpretation. Therefore, it is important for school administrators to place greater emphasis on encouraging teachers, staff, and stakeholders to actively participate in school management.

2. The overall level of school effectiveness was found to be high. This may be because school administrators play a crucial role in driving the operations of the organization, personnel, relevant agencies, and stakeholders, with the goal of ensuring that students meet educational quality and potential standards.

This includes both student outcomes and teacher satisfaction. This finding is consistent with Kampai et al. (2021), who stated that school effectiveness refers to a school's ability to achieve its goals or objectives based on the knowledge, capabilities, and experience of the school administrators. These administrators play a key role in promoting and supporting educational management in accordance with educational standards, emphasizing the highest efficiency to achieve positive outcomes in student learning and development. The result also aligns with Mueangkham (2020), who investigated desirable characteristics of school administrators in Thailand 4.0 that influence school effectiveness in Rayong Province. The study found that the overall level of school effectiveness, based on respondents' opinions, was high. Likewise, Kanaon (2022) explored the relationship between participatory management and the effectiveness of small school administration in Sakon Nakhon Province and revealed that the effectiveness of small school administration, based on the opinions of school administrators and teachers, was also at a high level.

However, the researcher observed that although the findings showed that teachers rated the overall and specific aspects of school administrators' participatory management at a high level, the average scores only slightly exceeded the threshold for this interpretation. Therefore, school administrators should place greater emphasis on management practices that clearly lead to effective and continuous student learning outcomes by relying on collaboration, knowledge, and the ongoing development of school personnel.

3. The relationship between participatory management of school administrators and school effectiveness was found to be significantly and positively correlated at a high level, with a statistical significance of 0.01. This may be because the participatory management of school administrators—comprising decision-making, implementation, evaluation, and benefits—is a crucial approach that school leaders should adopt in order to enhance the quality and effectiveness of educational institutions. This ultimately leads to the production of capable students who meet basic education standards and are prepared for global development. This finding is consistent with Person (1992), who studied the relationship between participatory management and perceived institutional effectiveness in community colleges in North Carolina. The study involved administrators, faculty members, and staff and found that participatory management was significantly related to institutional effectiveness. Similarly, Nilphiboon (2020) studied participatory management and school effectiveness in Nonthaburi Province and found a strong positive relationship with a statistical significance of 0.01. Likewise, Yimprasert (2022) studied the relationship between participatory management and school effectiveness in Samut Sakhon Province and found a high positive correlation with school effectiveness, also with a statistical significance of 0.01.

This reflects that allowing teachers and staff to participate in decision-making, implementation, evaluation, and benefit-sharing contributes to improved student achievement, school development, effective problem-solving, and teacher job satisfaction. Furthermore, participation enables school administrators to manage schools more effectively by linking management strategies with actual practice through multidimensional participation. This demonstrates that “participatory management” is not only a management approach but also a crucial tool for strengthening internal school systems, leading to sustainable effectiveness. Although participatory management has been a long-standing concept, it remains a relevant and effective approach for enhancing school performance in the present era. Participation fosters teacher motivation and improves student learning outcomes. It also enhances problem-solving skills and promotes sustainable collaboration within the school. Therefore, school administrators should apply the principles of participatory management in their institutions to achieve success, ensure quality, and attain the desired educational outcomes.

Recommendations

Recommendations for practices

1. Participatory Management of School Administrators. In the area of decision-making, school administrators should involve teachers in setting the school’s vision and strategies to foster a sense

of shared ownership and commitment toward achieving the school's goals. In terms of implementation, administrators should support teachers in having the freedom to initiate ideas and plan their work, thereby promoting continuous development. For evaluation, teacher participation in establishing assessment guidelines helps ensure that the evaluation process is accurate and fair. Regarding benefits, encouraging teachers to take pride in the success achieved through collaboration can enhance their job satisfaction and motivate them to perform at their best.

2. School Effectiveness. In terms of productivity, school administrators should encourage teachers to implement student-centered teaching and continuously support their professional development. Regarding satisfaction, administrators should reduce teachers' workloads and enhance teaching efficiency by providing necessary support and facilitating their work. In the area of flexibility, effective coordination and management will enable schools to handle various challenges efficiently. Lastly, in terms of adaptability, administrators should adopt a more flexible and agile management style to allow schools to adapt to changing needs and circumstances.

Based on the research findings on the relationship between participatory management of school administrators and school effectiveness, it was found that administrators should act in ways that encourage teachers and school personnel to participate in decision-making, implementation, evaluation, and benefit-sharing to enhance collaborative effectiveness. Providing genuine opportunities for teachers, educational staff, and stakeholders to be involved in all aspects of school management helps strengthen their commitment and engagement in school development. Moreover, it fosters job satisfaction among teachers and staff, leading to more efficient and higher-quality work. Ultimately, this contributes to the long-term improvement of school effectiveness.

Recommendations for future research

1. Future studies should investigate the factors that affect participatory management in schools under the Secondary Educational Service Area Office Bangkok 2.
2. Future studies should examine the impact of participatory management on school effectiveness in schools under the Secondary Educational Service Area Office Bangkok 2.

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