Science educational management of “SIAOE model” for sustainability the quality improving a Thai’s Basic education, Thailand

Adisak Mungchu¹, Sanit Teemueangsa”² and Pornchai Jedaman²

1Secondary Education Service Area Office,25, Thailand
2Rajabhat Mahasarakham University, Thailand
*Corresponding author’s e-mail address: sanit.t@rmu.ac.th

Abstract. Framework of education in Thailand 4.0 on policies as six qualities of teachers and ten focus points of the spatial support performance and management that leads to concrete action. Administration of education relates to the development of educational quality. This study aimed to analyzed the factors of educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education and to confirmatory factor analysis associated with factors of educational management of “SIAOE model”. The collection, first to involved synthesizing documentary and interview questionnaire with 30 directors and 50 teachers to study for the factors of educational management of “SIAOE model”, second to survey by questionnaire with 1,200 sampling were the directors and teachers to study the levels of the factors of educational management of “SIAOE model”, third to confirmatory factor analysis (CFA) of educational management of “SIAOE model” in the data. The study revealed that the factors of educational management of “SIAOE model” in 5th factors including sufficiency economy, involvement, achievement organization, effectiveness, and the CFA showed that 5th factors the composition of all the variables are statistically significant at a level of .01

Keywords: Educational management “SIAOE model”, sustainability quality improving, Thai’s basic education

1. Introduction

Educational were a key indicators of capacity in long term competitiveness for many countries. It is tools to the development for the population and society to meeting of the goals set. The effectiveness of education was to directing for an impact of the development for dimensions in humanism and society. Many countries were give education for national agenda to driving of planning in education system to successfully of the human resource development to a holistic, must to deeming for understanding to various elements were involved, and clarifying the context of educational system to development vision of a consistent. The strategic development and management are preparing people, creating people, an innovation, linking access to technology and being in the change.

This requires systematic management used of the education-driven planning to the successful and can be converted to practice as procedure for the problem solving and development, identity change include the cultural change that can propel the country to the first world of Thailand 4.0. Education is the main mechanism for development, supporting, cultivating ideas, knowledge to civic community. A key competency variable and long-terms potential. By the design, education is the main solution of a development to be related in the human and society. The key context of contemporary educational design to the dynamics change from the transition in the 20th Century to the 21st Century. The currents
of the change have impacted both to the social, economic, environmental, cultural and educational that the factors of transition, such as revolution “Arab Spring” through use of technology, stepping in socio- economy include the cultural, education, management and organizing political [1].

Framework of education in Thailand 4.0 of the policies on six quality and ten focus points, by six qualities of teachers and 10 focus points of the spatial support performance and the management that leads to concrete action. There are several reasons for promoting balance in development, having ability to management and development in order to able to handle a potential, more effective coordination [2]. Educational administration, it is an important process, ongoing activity. Management of paradigm shift in 21st century for education Thailand 4.0 to developmental goal of the emphasis to knowledge, is on performance and the neglect of the paradigm shift in the management, means the failure of reform as a whole. Modifications need to focus on issues in the seven elements as; a) social conditions on 21st century in Thailand 4.0 is a high probability of entering in a elderly society. This condition is caused by decreased birth rate and people are standing up. Affect management of education two issues to follows; 1) education personnel have shortage of opportunities and the need to extend the working life of personnel, 2) educational administration needs to be designed for more adult education. And education should not stop just in school age or working age. These two issues are one of the key issues for today’s executives to make clear management plans to accommodate the changes that will occur, b) changing people's way of life on lifestyle of people will change to simple observation of buying behavior in today, the internet trading has increased, to need for success and acceptance is much faster including organizational commitment to less. It’s management challenge in organization for conducive to full use of resources, and creating morale for talented people with organization, c) access to technology for become part of life. New generation of children will be used as a learning tool [3]. Education personnel need to be able to use technology of the management and instructional, also used as a tool to develop their own knowledge. Educational administrator in operations, personnel cooperate seriously to achieve goals. Administration of education relates to development of educational quality. Is a mission in all education organizations. Managing both to goal of improving the quality of education in a process alignment, and approach to decentralized administration of a stakeholder to collaborative of true management [4]. Leadership efficiency to need for consistency and relationship with the responsibility, the leadership in academia, facilitation, consultation and coordination for all sectors a working together to achieve key of achievement goals. The leadership is capable of bringing changes. It is important for the success leaders to know what is the element that will help leader to lead and have to effective educational leadership of attribute, empowerment and behaviour.

Sufficiency Economy were sufficient, balanced lifestyle between humanism, environments both mental image of dimension commitments in the part of individuals, enough to satisfaction of the stable. And enough mental of ideals, visions, values, social dimension is basically social equilibrium strong, enough of social and economic, environment, cultural and politics, education and integration strategies to keep the pace with the changes in age of globalizations [5]. Education management has been developed for explain or demonstrate of the key elements and the guide to the action either for working together to achieve goals. It leads to the implementation of achieving quality objectives and vision. The efficiency of educational administration are an important process that must be continuously implemented for management in the leader to operate and staff cooperation for working to achievement the goals for the quality improving Thai’s basic education. Educational leadership is critical to the success of works and organization including the process of influence that one person tries to influence others of behavior in desired direction. The administrators must be able to lead and manage their school staffs for cooperative working to achieve the goals of quality education efficiently and sustainably. Thus, leadership is regarded as one critical characteristic of good school administrators that can ensure the success of schools. Leadership is a process of influencing a person to behave in a desired direction for organization. Administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures
to execute an education system. For the educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education. This study has two main objectives were followed:

a) Analyzed the factors of the educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education, Thailand.

b) Confirmatory factor analysis associated with the factors of the educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education, Thailand.

2. Literature of review

2.1. Paradigm Shift Managing in the 21st Century: Education Thailand 4.0

The developmental goal of the emphasis to the knowledge, is on performance and the neglect of the paradigm shift in the management, means the failure of reform as a whole. Modifications need to focus on issues in the seven elements as followed [1];

A. Social conditions: in 21st Century to high probability of entering elderly in the society. This condition is caused by decreased birth rate were; (1) education personnel have shortage of opportunities and the need to extend the working life of personnel, (2) educational administration needs to be designed for more adult education. Education should not stop just in school age or working age. These two issues are one of the key issues for today’s executives to make clear management plans to accommodate changes that will occur.

B. Changing people's way of life: lifestyle of people will change to simple observation of buying behavior in today, the internet trading has increased, to need for success and acceptance is much faster including organizational commitment to less. It is a management challenge in an organization that is conducive to full use of resources, and creating morale for talented people with long organization.

C. Access to technology: technology to become part of life in the 21st Century: Thailand 4.0. The new generation of children will be used as a learning tool. Education personnel need to be able to use technology of the management and instructional, also used as a tool to develop their own knowledge.

D. Diversity and conflict with the 21st Century: management to need more exposure and diversity, as well as the need to create unity because the heart of success. Teamwork is an important tool in driving the goal.

E. Management efficiency: new people will not stick to the workplace, be ready to change jobs at any time and will to work more independently. Therefore, management is a key issue administrator to adapting to new generation. Changes and challenges need tools that are different from the past.

F. Knowledge management in organization: management needs to motivate personnel in the organization to develop knowledge, and innovative to the operation at all times. The management in organization should be viewed as the learning organizations. This will help to get ready for various changes and can lead the organization into leadership of the potential and efficiency.

G. Creating organizational culture in conducive to change: a change will happen quickly. The organization with a work structure that is not conducive to change, this is the organization to lacking the potential into handle the problem. A creating an organization is ready for change. It is a collaboration of personnel to the time-consuming process of modifying the ideas together into the performance towards the same goal. It should also build the most beneficial networking.

2.2. Education Management Approach: Sustainability Effective Management

A approach for effective management as a major theories including scientific management, human relations theory, modern theory, eclectic theory. All management theories starting from the classical theory to eclectic theory are all part of a system that cannot work in isolation of another [6]. That is to say that the machine theory irrespective of its deficiencies is the corner stone upon which the house of modern management was built [7]. In education and training, it is also important for giving the workers on opportunity to acquire new skills. Mainstream should be a internalization management to address globalization aspects with a focus on cultural values and the habits of different countries. Educational management of “SIAOE model” for sustainability the quality improving Thai’s basic
education should be dynamic, flexible and adaptable to various theories of management, in order to be able to synchronize the various options available to produce desired result of effective management. Eclectic management has broadened the horizon of both managers and scholars since they are now at liberty to combine all necessary approach to produce the best result.

2.3. Sufficiency Economy: Sustainable Education Management in Schools
Sufficiency Economy to sustainable education management in the schools to just not the technique, but has a much broader meaning because of the ideology and worldview, relationships and values that meet or match that represents a real economic sufficiency, implied, otherwise known as cultural were to followed [8):

A. Moderation Mains: i) Moderation, the fit is not too much, not too little, not too extreme. Must be based on need, not hurting yourself and others to build a strong self, reduce dependency on other, ii) Reasonableness, the decision must be based on reasonable grounds, associated factors, regardless of the consequences carefully, honest and unbiased, iii) Self-immunity, the prepare for the impact and the change that to the located in a precaution.

B. Located conditions: i) Knowledge, about in all-round way on order to put that knowledge using coherent planning and practice, ii) Morality to the awareness of the virtues to honest, have patience, perseverance and wisdom in life, there leniency unity. A major on educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education focus on development a sustainable component as follows; a) understand what needs to be changed naturally: the environment and timing, b) creating readiness for change: use to thinking and seeing the dynamics of change, analysis of causes and factors, to prepare for the changes that will occur, c) creating a balance stability and sustainable: use to analysis of the results occurred in both to the short and long terms, the aim of public interest in the context of human capital and community organizations to make a balance and sustainable, d) having the fit and proper: to knows of self, networking groups and expand the range of activities from to establishing cooperation in all sectors to benefit, and development in the quality of life, efficiently, e) knowledge and morality: based on good governance, the consciousness and learning to seek knowledge continuously, f) self-reliance, interdependence and collective responsibility: knowing how to build relationships and partnerships, help share. Cheryl lived were to the values for the sake of the common good and know the responsibility is important.

2.4. Administration skills in the 21st Century Dynamics
The administration skills 4.0 in the 21st Century dynamics for important to keep a pace of changes. Coukos-Semmel, E.D [9] presented; 1) leadership skills for the nature and a well-rounded, 2) participation skills: enhancing the participation to an important the factors of organization management for streamline administration, and for promoting cooperation with education personnel of organization internal and external to creatively, decentralization and all parties involved of the development, equality-oriented management. The promoting teamwork, the network linking including operations in a shared manner, co-thinking, co-operation, co-evaluation, 3) co-ordination skills: coordinating and building a good relationships of all parties involved to create networks of resource supporters by variety methods, understanding, participation,4) facilitation skills: personnel in organization to management, service and learning environment of the knowledge.

2.5. Educational management : Efficiently Collaborative
Education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools [10]. Educational ecosystem, management involves the planning, organizing, implementation, evaluation, integration of institution. Educational management is a goal oriented activity. The positive attitude, flexibility in performance, a confidence and
understanding of personnel needs, the importance of teamwork and motivating staff to work for a value and get the right return of the ability. Directing, a tracking and monitoring focus on actual results, and the provide assessment to promotes compliance of international standards, applying assessment results of the policy formulation for the processes are a systematic and the comprehensive. An importance of a research and development to the promoting and supporting to creating a continuous learning process for increase knowledge include the skills and experience, quality performance of effectiveness, upgrading process studies to personnel of competency. Educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education to success were technical skills for understanding, expertise to implementation process forwards the personnel working in the organization. Human skills include an effectiveness working skills with others, service of personnel, understanding leadership, motivation, development of attitude, group dynamics, conflict management to achieving goal. Conceptual skills include capability of systematic management, linking structure and organizational elements of management knowledge, organizational behavior knowledge, human behavior knowledge and philosophy organization knowledge.

2.6. Importance and benefits of strategic planning
The strategic plans are important and beneficial to the organization. It is the direction, vision, mission and goal for organizations to adapt to changing environment, awareness of change to determining direction, to concrete operation. Draft L. Richard [11] discusses compliance with changing conditions were; 1) make to targeting purpose and direction of organization in the future clearly and in line with the changes to occur around the side, 2) make to every part for organization to working of the unity and the same goals, 3) involve people at all levels in creative process for Improve of organization, 4) organization to anticipate problems that are expected to finding a way for the problem to opportunity, 5) management of all levels were clear vision and same decision to be made carefully. Policy planning and development strategy of decision-making activities taking into account effecting educational management, achieve policy goals, ability, seriously for working to achieve the goals.

3. Methodology
The results were mixed method research both to a participatory action learning, it is a qualitative study employed a review of documentary, and interview for studying with the key informant by brainstorming, the quantitative to survey by questionnaire with the sampling. The instrument study to analyzed the educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education, Thailand, and to confirmatory factor analysis (CFA) associated with the factors of the educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education, Thailand were to the data.

3.1. Key Information and Sampling Method
The results in this study were 84 schools in the secondary education service area office, 25. throughout Thailand. In the qualitative research that will be used in this study with the key Information were 30 administrators and 50 teachers, respectively. Participants they all were purposive sampling and focus groups. In the quantitative research that will be used in this study with 1200 sampling of administrators and teachers, they all were multistage random sampling.

3.2. Collection Method
Respondents were the qualitative data employed a review of documentary. Instrument study to the educational management of “SIAOE model” on 5th factors were sufficiency economy, involvement, achievement organization, effectiveness for studying the indicators of the factors. In qualitative data employed, first, involved synthesizing documentary of the factors, indicators for action framework and gather information to analyze of conceptual, second, brainstorming and participatory learning, and interview as individual with 30 administrators, and interview as groups with 50 teachers by interview questionnaire, take the result of the data to combined with information from documentary study to
gather data for analyzed the educational management of “SIAOE model”. In quantitative data employed, Third, survey by questionnaire of 5 scales with 1,200 sampling were the administrators and teachers to collection, a review of the questionnaire to for a level of factors on the educational management of “SIAOE model”, fourth, which required information about a main features issue to confirmatory factor analysis (CFA) associated with the factors of the educational management of “SIAOE model”.

3.3. Inquiry Method
The collections to instrument study for the factors on educational management of “SIAOE model” It is a qualitative data employed a review of documentary was analyzed by using three main stages of data reduction, data organization, data interpretation to conclusion. The level factors and confirmatory factor analysis associated with the factors on educational management of “SIAOE model”. It is a quantitative data employed for survey by questionnaire to collection was analyzed by descriptive statistical analysis including mean, standard deviation, and Confirmatory Factor Analysis: CFA with empirical data by LISREL program using computer to analysis of the contents in data analysis.

3.4. Data Analysis
The purpose of data analysis on descriptive strategically, the qualitative data to analysis on data reduction, data organization, data interpretation to conclusion, and the quantitative data mean, standard division, and Confirmatory Factor Analysis: CFA.

4. Results
1. The study revealed that factors and indicators of educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education by documentary review and with the key Information were 30 administrators, and 50 teachers in the 5th factors were sufficiency economy, involvement, achievement, organization, include effectiveness to shown on figure 1.

Figure 1. 5th factors, and indicators of educational management of “SIAOE model”

a) Sufficiency Economy (S): Self – sufficiency to a balance and being ready to change in socio-economy, socio-cultural, socio-education and political based on Knowledge and morality that is prudent including reasonableness and immunity to being cautious of management and implementation
a planning in educational operations for orderly to the quality improving educational of the school for sustainability.

b) Involvement (I): The collaborative, decision making, participation and development, joint supervision, monitoring, evaluation, responsibility sharing and networking to cooperation integration in educational management

c) Achievement (A): Operations in accordance with the vision, mission to objective goals, and main goal of an operation to the quality improving the educational on the schools including educational quality assurance, developing students, opportunity and equality, access to services of educational, Language skills and digital technology skills, and life skills of the quality and standards.

d) Organization (O): Organizing system of relationships between various departments from assigning tasks, power, duty include responsibility to consistent with competency and ability of personnel in organization. And proactive and policies on implementation for implementing the mission of organization to achieve objectives and goals for efficiency, consisted of the objectives, operational process on structures and personnel to educational management of organization culture to schools as learning community (SLC).

e) Effectiveness (E): Leading the organization with vision, focusing the results and quality, effectiveness and valued of an emphasize concrete the results and benefits for highest use best. And focusing the educational management of the future in innovation and technology for comprehensive educational, using big data to systematic information on the management able to search various the informations of effectiveness.

The study revealed that confirmatory factor analysis associated with the factors of educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education with the participants of 1200 sampling were administrators, and teachers in the 5th factors were sufficiency economy, involvement, achievement, organization, include effectiveness were followed:

2.1 Levels of factors of educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education in 5th factors were sufficiency economy, involvement, achievement, organization, effectiveness at high levels (\(X = 4.23, S.D. = 0.82\)), the first levels of sufficiency economy (\(X = 4.28, S.D. = 0.77\)), the second of achievement (\(X = 4.26, S.D. = 0.79\)), the third of effectiveness (\(X = 4.22, S.D. = 0.82\)), respective.

2.2 Variable factors of educational management of “SIAOE model” for sustainability the quality improving Thai’s basic education in 5th factors were sufficiency economy, involvement, achievement, organization, effectiveness are shown on figure 2, figure 3, figure 4, figure 5, figure 6, and table 2.

| Factors           | Mean | Standard Deviation |
|-------------------|------|--------------------|
| Sufficiency Economy | 4.28 | 0.77               |
| Involvement       | 4.18 | 0.87               |
| Achievement       | 4.26 | 0.79               |
| Organization      | 4.19 | 0.84               |
| Effectiveness     | 4.22 | 0.82               |
| **Total**     | **4.23** | **0.82**              |
Figure 2. CFA, Sufficiency Economy factor.

Figure 3. CFA, Involvement factor.

Figure 4. CFA, Achievement factor.
Figure 5. CFA, Organization factor.

Figure 6. CFA, Effectiveness factor.

Table 2. Variable factors of educational management of "SIAOE model" to Confirmatory Factor Analysis: CFA.

| Variable Factors  | Variable Observed                                                                                      | Standard Component Weight |
|-------------------|--------------------------------------------------------------------------------------------------------|---------------------------|
| Sufficiency       | Self – sufficiency to a balance and being ready to change in socio-economy, socio-cultural, socio-    | 0.91**                    |
| Economy           | educational and political                                                                            |                           |
|                   | Knowledge and morality that is prudent including reasonableness and immunity to being cautious of    | 0.89**                    |
|                   | management and implementation                                                                         |                           |
| Involvement       | collaborative, decision making, participation and development                                         | 0.92**                    |
|                   | Joint supervision, monitoring, evaluation, responsibility sharing and networking                       | 0.86**                    |
| Achievement       | Operations in accordance with the vision, mission                                                    | 0.92**                    |
|                   | Opportunity and equality, access to services of educational                                          | 0.90**                    |
| Variable Factors | Variable Observed                                                                 | Standard Component Weight |
|------------------|-----------------------------------------------------------------------------------|--------------------------|
| **Organization** | Organizing system of relationships between various departments                     | 0.86**                   |
|                  | Assigning tasks, power, duty include responsibility to consistent with competency and ability of personnel | 0.85**                   |
| **Effectiveness**| Leading the organization with vision                                               | 0.93**                   |
|                  | focusing the results and quality, effectiveness and valued                         | 0.89**                   |

* *p < .01

Confirmatory factor analysis (CFA) associated with the factors of educational management of “SIAO₇ model” for sustainability the quality improving Thai’s basic education in 5th factors were sufficiency economy, involvement, achievement, organization, include effectiveness by weight of the composition of all the variables are statistically significant at a level of .01

5. Discussions
Educational management of “SIAO₇ model” for sustainability the quality improving, who are the key person in driving the success of organizations. Leaders according to this framework should occupy knowledge, skills and moral. They must maintain good governance and staff empowerment to achieve goals of organizations. Factors are important to keep the pace of change, while the external factors must be manage to prevent organization from being left behind others. According Harmon et.al. [12] the board of education and principals are responsible for managing educational institution’s daily operations. The school board formulates policies and has decision-making powers. Administration of the education system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. Education is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences [11]. Tony [13] mentioned that at all levels of the educational ecosystem, management is required; management involves the planning, organizing, implementation, evaluation, and integration of institution. Michael [14] mentioned that formulating its strategic vision and mission, and reviewing and enhancing school policies. Board also monitors school performance, reporting to stakeholders and collaboration. The educational management is a goal oriented activity. Educational management effectiveness is very much on political and the quality of life. The relationship between education, management style, organizational effectiveness. The increasing education is pointed to as a strong force toward a more participative management style. However, it is stressed that much of the education which is taking place in Thais’ basic education. Finally, a model of a new more participative management style to educational management for effectiveness. In “SIAO₇ model” were the process and strategies are important and beneficial of the organization. It is the direction, vision, mission and strategies are important and beneficial of the organization. It is the direction, vision, mission and goal of organizations to adapt for changing environment, awareness for direction, concrete operation. Promoting cooperation with education personnel of organization to creatively, decentralization, all parties involved of development, to equality-oriented management, the teamwork, a network linking, operations in a shared manner, co-thinking, co-operation, co-evaluation. Managing goal of improving quality of education in a process alignment, approach to decentralized administration with stakeholder to collaborative true management [15].
6. Conclusions

A administration of education relates to development of educational quality. Educational management of “SIAOE model” for sustainability quality improving to collaborative of true management as 5th factor of Sufficiency Economy (S): self– sufficiency to balance, the knowledge and a morality are prudent including reasonableness, immunity being cautious of management and implementation, Involvement (I): collaborative, decision making, participation and development, evaluation, responsibility sharing and networking, Achievement (A): operations in accordance with the vision, mission, opportunity and equality, include access to services of educational, Organization (O): organizing system of relationships between various departments, assigning tasks, power, duty include responsibility to consistent with competency and ability of personnel, Effectiveness (E): leading the organization with vision, and focusing the results and quality, effectiveness and valued. CFA the 5th factors the composition of all the variables are statistically significant at a level of .01. Implementation: quality improving education must be giving importance of process, implementing systematic plan, focus on participation.

References

[1] Jedaman, P., Buaraphan, K., Yuenyong, C., Suksup, C., and Kraisriwattana, B. (2018). Development strategies for science learning management to transition in the 21st century of Thailand 4.0. AIP Conference Proceedings. 1923, 030073-1 – 030073-5.
[2] Jedaman, P., Buaraphan, K., Pimdee, P., Yuenyong, C., Sukkamart, A., and Suksup, C. (2018). Analysis of sustainable leadership for science learning management in the 21st Century under education Thailand 4.0 framework. AIP Conference Proceedings. 1923, 030062-1 – 030062-10.
[3] Office of the Education Council 2017 Policies and strategies for educational development. Bangkok: Office of the Education Council
[4] Maddux C D 2002 Information technology in education: the critical lack of principled leadership Educational Technology 42: 41-50
[5] Abraham S C 2006 Strategic Planning a Practical Guide for Competitive Success (Ohio: Thomson South-Western)
[6] Bateman T S and Scott A S 1999Management: Building Competitive Advantage. 4th ed) (Boston: McGraw-Hill)
[7] Bennis W 2002 Creative Leadership (Bangkok: Chulalongkorn University)
[8] Pimdee P, Jedaman P, and others 2016 Sufficiency Economy: Demission of Social Capital Development to the Pace of Change in the 21st Century of Thailand Sociology and Anthropology 5: 713-718
[9] Coukos-Semmel E D 2002 Knowledge management : processes and strategies used in United States research universities (Boca Raton, Fl: Ed.D. dissertation, Florida Atlantic University)
[10] Cohen J M and Uphoff N T 1980 "Participation's Place in Rural Development: Seeking Clarity through Specificity" (World Development), 213- 235
[11] Draft L R 2014 “Organization Management Journal of the Royal Statistical Society Series D 36 No 5: 65
[12] Harmon C, Hessel O and Ian W 2003 The Returns to Education: Micro economics Journal of Economic Surveys 17: 115-155
[13] Bush T 2018 Educational Management Administration & Leadership SAGE Journals: Your gateway to world-class journal research 46: 883–887
[14] Connolly M. 2017 "The difference between educational management and educational leadership and the importance of educational responsibility" Educational Management Administration &Leadership, 47: 504–519
[15] Gold D 2005 Quality of life and its measurement in osteoporosis. In: Maricic M, Gluck OS (eds) Bone disease in rheumatology (Lippincott Williams & Wilkins, Philadelphia, PA), 67-79