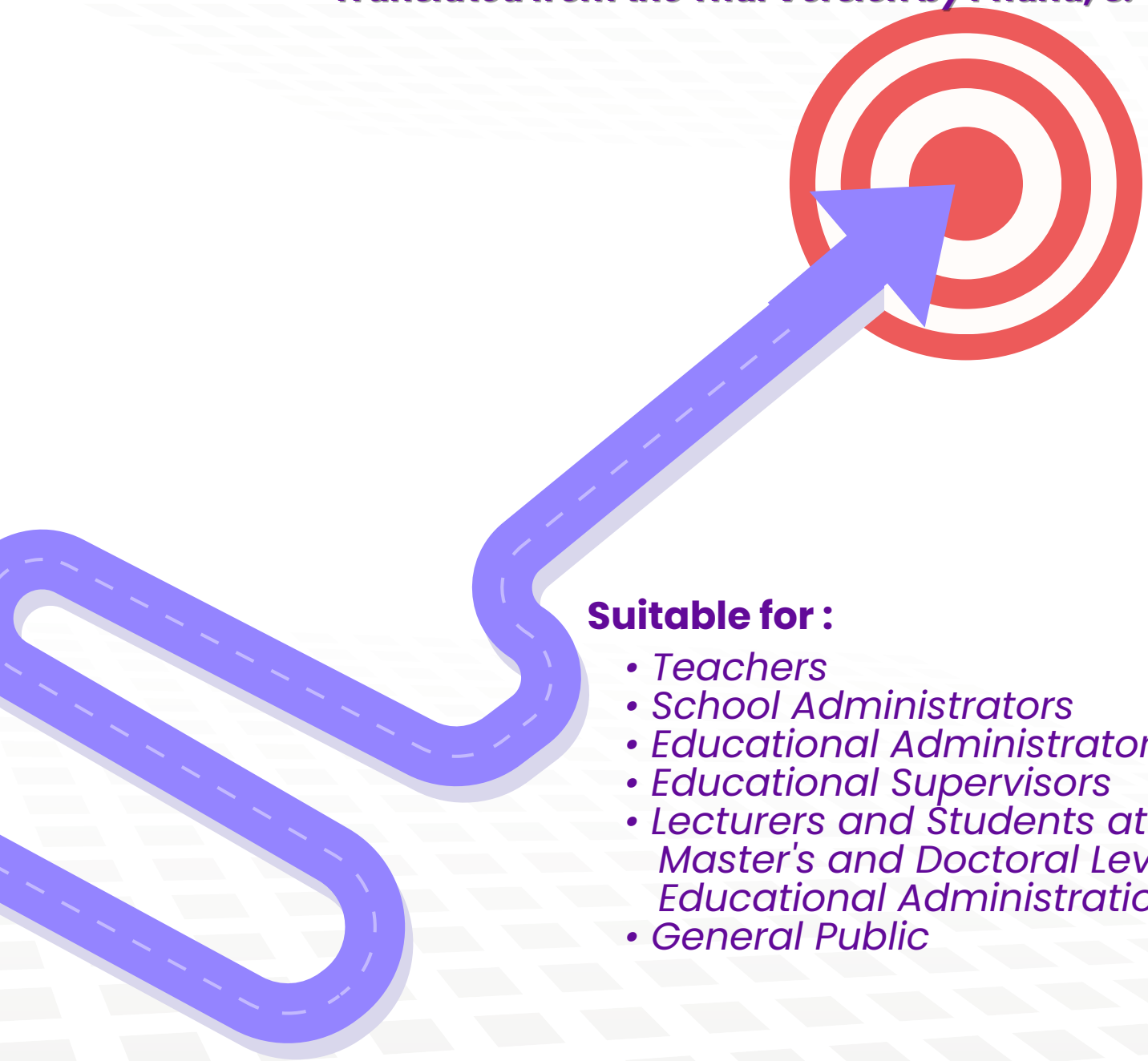
EDUCATIONAL ADMINISTRATION CONCEPTS AND THEORIES FOR ORGANIZATIONAL ADMINISTRATION

Translated from the Thai Version by Phanu, S.



Suitable for :

- *Teachers*
- *School Administrators*
- *Educational Administrators*
- *Educational Supervisors*
- *Lecturers and Students at the Master's and Doctoral Levels in Educational Administration*
- *General Public*

Phanu, S.

EDUCATIONAL ADMINISTRATION CONCEPTS AND THEORIES FOR ORGANIZATIONAL ADMINISTRATION

Educational Administration

Concepts and Theories for Organizational Administration

Translated from the Thai Version by Phanu, S.

Suitable for:

- Teachers
- School Administrators
- Educational Administrators
- Educational Supervisors
- Lecturers and Students at the Master's and Doctoral Levels in Educational Administration
- General Public

Suwit Phanujaree

Educational Administration: Concepts and Theories for Organizational Administration

Author: Associate Professor Dr. Suwit Phanujaree
Translator: Phanu, S.

ISBN (e-book): 978-616-94930-4-4

First published: 2025
Number of pages: 147 pages

Copyright reserved by law

Published by:
Associate Professor Dr. Suwit Phanujaree
27 Soi Phetkasem 48 Yaek 31, Phetkasem Road, Bang Duan Subdistrict, Phasi Charoen District, Bangkok 10160, Thailand
Tel. 08 6406 9016

Price: 139 baht

Preface

This book, "Educational Administration: Concepts and Theories for Organizational Administration", was written with the objectives of allowing teachers, school administrators, educational administrators, educational supervisors, lecturers and master's and doctoral students in the field of educational administration, and interested persons in general, to study, and enable them to effectively apply the knowledge in organizational administration and research in education.

This book contains important content for educational professionals, which is divided into two parts: (1) Concepts for Organizational Administration and (2) Theories for Organizational Administration.

Studying the topic of "Educational Administration: Concepts and Theories for Organizational Administration" and applying it to Organizational administration and research is very important, because it will be useful in educational administration and lead the organization to success.

The author sincerely hopes that this book will be a source of knowledge or information for understanding concepts and theories for organizational administration and research in education, which will be useful for educational administrators and the general public.

Suwit Phanujaree
Doctor of Philosophy Program
in Educational Administration Innovation
College of Innovation Management
Rajamangala University of Technology Rattanakosin

Table of Contents

		Page
Preface		III
Table of Contents		IV
List of Tables		VII
List of Figures		VIII
Part I	**Concepts for Organizational Administration**	**1**
	1.1 Introduction	1
	1.2 Modern Organizational Administration Concepts	1
	1.2.1 Re-engineering	2
	1.2.2 Total Quality Management	4
	1.2.3 Thailand Quality Award	8
	1.2.4 Public Sector Management Quality Award	9
	1.2.5 Differences between TQM, TQA, and PMQA	9
	1.2.6 Balanced Scorecard	10
	1.2.7 Benchmarking	15
	1.2.8 Six Sigma	18
	1.2.9 Results-Based Management	22
	1.2.10 Risk Management	27
	1.2.11 Knowledge Management	31
	1.2.12 Change Management	41
	1.2.13 School-Based Management	49
	1.2.14 Participatory Management	52
	1.3 Concept of Organizational Behavior	56
	1.3.1 Meaning of Organizational Behavior	57
	1.3.2 Importance of Organizational Behavior	57
	1.3.3 Studying Organizational Behavior in the Dimension of Science	59
	1.4 Concept of Organizational Development	61
	1.4.1 Meaning of Organization	61
	1.4.2 Components of the Organization	61
	1.4.3 Meaning of Organizational Development	63
	1.4.4 Principles of Organizational Development	63

1.4.5 Models in Organizational Development 64
1.5 Concept of Mintzberg's Five Types of Organizational Structure 65
1.5.1 Components of Mintzberg's Organizational Structure 65
1.5.2 Organizational Structure Models 66
1.6 Concept of Organizational Excellence 70
1.6.1 Total Quality Management 71
1.6.2 Malcolm Baldrige National Quality Award Criteria 72
1.6.3 Thailand Quality Award Criteria 79
1.6.4 Public Sector Management Quality Award: PMQA 82
1.6.5 Education Criteria for Performance Excellence 91
1.7 Conclusion 96

Part II Theories for Organizational Administration 97
2.1 Introduction 97
2.2 Traditional Organization Theories 97
2.2.1 Scientific Management 98
2.2.2 Bureaucratic Management 99
2.2.3 Administrative Management 100
2.3 New Traditional Organization Theories 102
2.3.1 Human Relation Theories 102
2.3.2 Behavioral Organization Theories 103
2.4 Modern Organization Theories 104
2.4.1 Business Management Theory 105
2.4.2 Shewhart Cycle Theory 105
2.5 Systems Theories 107
2.5.1 General Systems Theory 107
2.5.2 Parsons's Social System Theory 111
2.5.3 Getzel and Guba's Social Systems Theory 115
2.5.4 Likert's 4-Systems Theory 120
2.5.5 Senge's Learning Organization Theory 122
2.6 Fayol's Management Theory and Management Principles 129

2.6.1 Fayol's POCCC Management Theory 129
2.6.2 Fayol's 14 Principles of Management 129
2.7 Conclusion 131

Bibliography 133
Author's biography 137

List of Tables

Table No.		Page
1.1	Differences between TQM, TQA and PMQA	10
1.2	Summary of Definitions and Key Features of Benchmarking, Benchmark, and Best Practice	16
1.3	Reliability and Defects Per Million Opportunities (DPMO) of Sigma	21
1.4	Defects Per Million Opportunities (DPMO) 3.4 times per 1 million production times at the six sigma level	22
1.5	Result-Based Management	23
1.6	Conponents of Organizational Structure and the Models of Organization according to Mintzberg's Concept Structure	67
1.7	Examples of National Quality Award Developed from MBNQA in Various Countries	73
1.8	Assessment Scores for Awarding Quality according to the MBNQA System	78
1.9	Relationship between Components 1 through 6 (Processes) and Component 7 (Results)	94
2.1	School Health Dimensions Classified by Levels and Functions	114
2.2	Model of Effectiveness of Educational Organizations	115

List of Figures

Figure No.		Page
1.1	Systemic TQM Concept Applicable to Educational Institutions Source: Lewis and Smit (1994, cited in Sunthorn Poonpipat, 1999; Sallis, 2002)	8
1.2	Relationship between Benchmarking, Benchmark, and Best Practice	17
1.3	Knowledge Management Cycle	33
1.4	Seki Model (SECI Model)	36
1.5	Fishbone Diagram model	39
1.6	TUNA Model	40
1.7	Main Components of Management according to the MBNQA Concept	74
2.1	Components and Cycles of a General System	109
2.2	Getzel and Guba's Social Systems Model	117

Part 1

Concepts for organizational Administration

แนวคิดการบริหารองค์การ

1.1 Introduction

Organizational administration concept, in this context, means applying organizational administration concepts to the administration and management of schools so that schools can operate efficiently, achieve their set goals, and respond appropriately to the needs of students, parents, and society. Such concepts are therefore important tools that help schools to continuously develop the quality of education. In this first part, the essential content of the organizational administration concepts, consisting of five main concepts, will be presented: (1) the concept of modern organizational administration (2) the concept of organizational behavior (3) the concept of organizational development (4) the concept of Mintzberg's five types of organizational structure, and (5) the concept of organization for excellence, with details as follows:

1.2 Modern Organizational Administration Concepts

Modern Organizational Administration may be called Contemporary, New Era, or Present Day Organization Management. Modern administrators need modern administration techniques, contemporary management techniques, or have good administration, which is the starting point of the

organization's operations, growth, and continued existence. Especially in the 21st century, organizations must navigate rapidly changing environmental factors, including social, economic, globalization, and technological aspects. As a result, organizations need modern administration approaches to effectively respond to these rapid changes and ensure their stability and sustainability.

There are many concepts of modern organizational administration. In this context, fourteen concepts will be presented, including: Re-engineering, Total Quality Management (TQM), Thailand Quality Award (TQA), Public Sector Management Quality Award (PMQA), Differences between TQM, TQA, and PMQA, Balanced Scorecard, Benchmarking, Six Sigma, Results-Based Management, Risk Management, Knowledge Management, Change Management, School-Based Management, and Participative Management, in order to help enhance modern management techniques for contemporary administrators, which will lead to the organization's expected goals. The details of these concepts are as follows:

1.2.1 Re-engineering

Re-engineering may be called a business overhaul. Due to fierce competition in business, many businesses must adapt in order to survive. Some businesses choose to use the re-engineering process, which is the idea of Michael Hammer and James Champy (1993) starting from "Why are you doing something like this now? Is there a better way?"

This concept of re-engineering consists of two important points that should be studied: the meaning of re-engineering , and the main processes of re-engineering management. The details are as follows.

1. Meaning of Re-engineering

Both domestic and international scholars such as Hammer and Champy (1993); Champy (1995); Rung Kaewdaeng (1997) etc. have given various meanings of re-engineering, which may be summarized as follows:

Re-engineering refers to the process of re-engineering within an organization. (It may be called the process of turning around a new business, or re-engineering process). This process is to consider the fundamental principles of business and to think of radical new principles, to adjust the business process to achieve the results, which are the organization's goals, using 4 performance indicators: cost, quality, service and success.

As for re-engineering from the point of view of educational administration, it refers to an attempt to adjust the administrative process by considering the basic principles of educational administration that were previously practiced and devising radical new principles, so that the newly devised educational administration process can be carried out to achieve outcomes or goals of the organization, using performance indicators in 4 areas: investment in education, educational quality, service aspect, and success

2. Process of Re-engineering

The main process that is the heart of re-engineering consists of four steps as follows (Champy, 1995).

2.1 Reviewing what is being done according to basic principles: Considering the basic principles, assumptions or rules that support all business operations, whether they are wrong, inappropriate or outdated, the cause and reason of the work must be found in order to analyze whether or not to continue working in the same way. If the answer is without a doubt that the old work process is no longer appropriate, it is a reason to think of a new process model to replace it.

2.2 Radical change: It is the abandonment of the original structure, that is, not sticking to the original and the original process model. Then, redesigning or reorganizing the entire process and trying to do it in a new way.

2.3 Dramatic change: It is a new work process format with the objective of wanting maximum success. It is not just about increasing work efficiency, which is achieved by improving work. Therefore, we must

abandon the old working model and reorganize the working process to create a huge change.

2.4 Emphasis on process: It is the various work processes that take all raw materials to create products, i.e. goods or services, which are valuable and beneficial to customers, using information technology to help in re-engineering from the original work in order to achieve maximum efficiency according to the nature of work and responsibilities that are determined according to various circumstances with flexibility, along with planning to accommodate various changes in advance.

In summary, re-engineering involves reconsidering the basic principles of business and creating radical new principles. Adapting new business processes to achieve results is the organization's goal, using important indicators such as cost, quality, service and success, therefore, in the educational administration, re-engineering means attempts to radically reorganize the administration to provide a newly thought-out educational administration process to be able to achieve the organization's outcomes or goals, using performance indicators in four areas: investment in education, educational quality, service aspect, and success. As for the main process that is the heart of re-engineering , it consists of four steps: reviewing all that is currently being done; radical change, change in a grand manner, and emphasis on process.

1.2.2 Total Quality Management

Awareness of quality operations makes executives of various organizations give importance to quality development throughout the organization. Total Quality Management (TQM) is a management principle that has meaning integrated into every part of the organization to solve problems, create added value, control costs, adjust organizational structure, and create enormous benefits for the organization. In addition, TQM is a choice and practice guideline to help businesses gain a competitive advantage and move forward.

The inventor of the concept of quality management throughout this organization was Deming. He invented it after World War II to improve the