

DEVELOPING AN EXCELLENT ADMINISTRATION MODEL FOR PRIVATE SCHOOLS TO ACHIEVE QUALITY EDUCATION (SDG 4): EVIDENCE FROM THAILANDSranya Saengamporn¹ E-mail: sranya.s@siu.ac.th,¹Faculty of Education, Shinawatra University, Samkhok, Pathum Thani, 12160Dowroong Watcharinrat² E-mail: dowroong.w@siu.ac.th,²Faculty of Education, Shinawatra University, Samkhok, Pathum Thani, 12160Kisda Pongpittaya³ E-mail: kisda2000@gmail.com,³Faculty of Education, Phetchabun Rajabhat University, Muang District, Phetchabun 67000Elumalai PV⁴ E-mail: elumalai@aec.edu.in,⁴Department of Mechanical Engineering, Aditya University, Surampalem, IndiaChoon Kit Chan⁵ E-mail: Choonkit.chan@newinti.edu.my⁵Mechanical Engineering Department, INTI International University, 71800 Nilai, Malaysia**Abstract**

This study aims to develop and validate an excellent administration model for private schools to achieve quality education in alignment with the Sustainable Development Goal 4 (SDG 4). A research by mixed-methods design was employed, integrating qualitative exploration and quantitative validation. The sample consisted of 295 administrators and teachers from private schools in Thailand. Data were collected using a structured questionnaire comprising 91 items measured on a five-point Likert scale, complemented expert interviews. The findings identified five core components of excellent administration: leadership, strategy, administrative management, innovation and information technology, and monitoring and evaluation. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) demonstrated robust model fit (CFI > 0.90, TLI > 0.90, RMSEA < 0.08) and strong construct validity. Leadership exerted significant direct and indirect effects on administrative effectiveness, while innovation and information technology enhanced monitoring and evaluation systems. The model achieved the highest levels of accuracy, feasibility, and practical utility. This study contributes to the literature by integrating educational administration theory with sustainability frameworks and offers a scalable model for improving institutional effectiveness. The findings provide actionable insights for policymakers and practitioners seeking to strengthen education systems in line with SDG 4.

Keywords: Excellent Administration, Private Schools, Quality Education, Sustainable Development Goal**1. INTRODUCTION****1.1 Background**

Education is widely recognized as a cornerstone of sustainable development and socio-economic progress. In the context of globalization and rapid technological advancement, education systems are required to produce learners equipped with critical thinking, digital competencies, and lifelong learning skills. In Thailand, private schools play a crucial role in complementing public education by expanding access and offering diverse learning opportunities. However, maintaining consistent quality across private educational institutions remains a challenge. Variations in leadership capacity, resource allocation, and administrative effectiveness often result in disparities in educational outcomes. These challenges highlight the need for a systematic and evidence-based administrative framework. (OECD, 2025)

The global education agenda, as articulated by the United Nations, emphasizes Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education. Achieving this goal requires not only curriculum reform but also effective institutional management and governance. Despite the importance of administrative excellence, existing studies often examine leadership, strategy, or innovation in isolation. There is a lack of integrated models that combine these dimensions into a cohesive framework applicable to private schools in developing contexts. These work are not only position replacements but are designed for experiential learning and sustainable growth. (Kristiawan., M.; et al. 2025). Therefore, this study aims to: Identify key components of excellent administration, Develop a comprehensive administration model, and Validated the model using empirical data. (UNESCO, 2026)

1.2 Research Objectives

- 1) To identify the core components of excellent administration for private schools
- 2) To develop an excellent administration model aligned with quality education (SDG 4)
- 3) To validate the model using empirical data through Structural Equation Modeling (SEM)
- 4) To evaluate the model in terms of accuracy, appropriateness, feasibility, and utility

2. LITERATURE REVIEW**2.1 Leadership in Education**

Leadership is widely recognized as a key factor in school effectiveness. Instructional and transformational leadership approaches enhance teacher performance and student outcomes. Educational leaders must therefore navigate a complex terrain, balancing the benefits of AI integration with its ethical and social implications. Leadership must also encompass the strategic management of AI in administrative functions—such as grading and resource allocation where efficiency gains may be offset by risks of job displacement or reduced human oversight. A forward-looking yet ethically anchored leadership approach is essential to harness AI's potential responsibly. Key Themes in Educational Leadership:

Educational Leadership in the Digital Era: Research highlights the necessity for digital leadership to manage technological integration in schools, covering challenges and prospects for administrators.

Innovative Leadership & 21st-Century Skills: Studies emphasize that administrators must adopt innovative practices to foster 21st-century skills among teachers and students, aligning with SDG 4 (Quality Education).

Instructional Leadership & Teacher Commitment: Analysis indicates that instructional leadership plays a crucial role in enhancing teacher organizational commitment in the evolving educational landscape.

Social-Emotional Learning (SEL) Focus: Emerging research explores how school leadership cultivates cultures focused on SEL in international education contexts.

Strategic HRM & Leadership Integration: In Malaysian public schools, frameworks for 2025 demonstrate the integration of leadership approaches with human resource management (HRM) to boost teacher professionalism.

Post-COVID Leadership Models: Papers analyze new, emerging models of educational leadership in response to the long-term impacts of the COVID-19 pandemic.

Student-Centered Leadership in Higher Education: A systematic review suggests shifting toward student-centered approaches to improve student outcomes and engagement. (IJRISS, 2025)

2.2 Strategic Management

Strategic planning ensures alignment between institutional goals and resources, enabling schools to adapt to changing environments. Core Strategic Priorities (2025–2028): 1. Policy Development: Creating, fostering, and implementing policies for HESRI to enhance Thailand's global competitiveness. 2. Sustainability & Transition: Driving the net-zero emission agenda, specifically through Carbon Capture, Utilization and Storage (CCUS) and sustainable aviation fuel (SAF) technologies. 3. Future Workforce Development: Expanding cooperative education and work-integrated learning (Co-op & WIL) to build a future-ready workforce for sectors like AI, biotechnology, and clean energy with Key Initiatives for APEC Center for Technology Foresight (APEC CTF): Promoting international collaboration and using foresight tools to tackle climate technology and infectious diseases. -Higher Education Sandbox: Supporting innovative curricular models to facilitate academic flexibility. -Digital & Advanced Technology: Strengthening AI and space/geo-informatics strategy (THEOS-2) to improve data-driven policymaking. -Innovation Ecosystem: Expanding the University Holding Company initiative to foster startups and university-private sector co-investment. (NXPO, 2026).

2.3 Administrative Management

Administrative Management is the backbone for achieving Sustainable Development Goal 4 (SDG 4), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Research indicates that transformational and democratic leadership models are the most effective for driving these changes, as they prioritize vision, participatory governance, and innovation. Educational administration refers to the processes and practices involved in managing educational institutions effectively. It includes planning, organizing, leading, and controlling resources to achieve institutional goals. To align with SDG 4, educational administrators focus on several key pillars: Inclusive & Equitable Access: Leaders must actively dismantle systemic barriers related to poverty, disability, gender, and discrimination. This includes implementing inclusive programs that adapt classrooms for students with special needs and ensuring girls have safe, equal access to all levels of schooling. Teacher Empowerment & Quality: Administrators are responsible for the "teacher target" (4.c), ensuring every student is taught by a qualified, well-supported, and fairly remunerated professional. This involves investing in continuous professional development and digital skills training. Data-Driven Decision Making: Effective leadership uses student performance analytics and monitoring tools, like the SDG 4 Knowledge Hub, to inform equity-focused interventions and track institutional progress. Digital Innovation: Strategic administration promotes the integration of e-learning platforms, AI-powered classrooms, and assistive technologies to bridge access gaps, particularly in rural or underserved areas. Sustainable Financing: A critical administrative challenge is closing the global funding gap. Leaders must advocate for increased domestic and international investment, ensuring education is treated as a public good rather than a market commodity. The SDG 4 High-Level Steering Committee (HLSC) serves as the primary global mechanism for coordinating these administrative efforts. They utilize tools like the Dashboard of Country Commitments to track how national governments are translating their promises into concrete educational actions. In today's interconnected world, intercultural competence (IC) is essential for navigating diverse cultural contexts across education, professional practice, and society. Yet this field still lacks a systematic, data-driven synthesis that maps its intellectual evolution. (Chen, S.; et al. 2026).

2.4 Innovation and Technology

The integration of ICT enhances administrative efficiency and supports data-driven decision-making. Innovation and Technology in education are no longer viewed merely as tools but as essential components of a "lifelong operating system". Key references for this period emphasize the move from digital adoption to pedagogical transformation, particularly through Artificial Intelligence (AI). One technology that has been constantly seeing new innovation is digital apps, whether for computer or mobile phone. Tourists and others are able to use such apps as a means to learn details about the sites they are visiting. But what about locations that aren't readily found on the internet, locations perhaps hidden behind the local knowledge of their communities.

A digital app called the Roots Routes enables just that kind of search. A winner of no less than four major awards from the Tech Cul inaugural ideaathon, Roots Routes aims to provide keen explorers with an abundance of information about a given destination via an interactive interface, one that fosters cultural immersion with local and indigenous communities and a site's lesser-known points of interest. This enables a visitor to arrive at a concise, yet potentially expansive network of cultural exploration. As the award-winning founders of the app have stated, 'the project will help the communities to survive through globalization'. (UNESCO Bangkok, 2026)

2.5 Monitoring and Evaluation

Monitoring and evaluation systems ensure accountability, quality assurance, and continuous improvement. Results Groups will continuously identify programme and operational bottlenecks that impede progress, as well as opportunities to accelerate the achievement of results. In this regard, monitoring will serve, where necessary, to provide information that enables adjustment to the theory of change (hyperlink to ToC CGP) for achieving outcomes. This will invariably allow the UNCT to report on its performance and contribution to national priorities and the SDGs. The field of Monitoring and Evaluation is at a historic turning point. Traditional methods face growing challenges. The Year AI Revolutionizes Monitoring and Evaluation represents the moment when AI integration becomes mainstream. This transformation is already visible in leading organizations. Monitoring and Evaluation responds to pressing needs. Funders want faster, deeper insights. Programs require real-time adaptation. Traditional M&E cannot keep pace. AI provides the necessary tools for this evolution. (UNDAF, 2026)

2.6 SDG 4 and Quality Education

The United Nations SDG 4 emphasizes equitable access to quality education and lifelong learning. Effective administration is essential to achieving this goal. Education is the key that will allow many other Sustainable Development Goals (SDGs) to be achieved. When people are able to get quality education they can break from the cycle of poverty.

Education helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies. To deliver on Goal 4, education financing must become a national investment priority. Furthermore, measures such as making education free and compulsory, increasing the number of teachers, improving basic school infrastructure and embracing digital transformation are essential. (UNITED NATIONS, 2026)

2.7 Conceptual Framework

The conceptual framework of this study is grounded in five latent constructs: Leadership, Strategy, Administrative Management, Innovation and Information Technology, and Monitoring and Evaluation. Leadership serves as the primary driver influencing strategic direction and operational effectiveness. Strategy translates leadership vision into actionable plans. Administrative management ensures implementation, while innovation and IT enhance efficiency. Monitoring and evaluation provide feedback and ensure quality improvement.

The model hypothesizes that all constructs contribute directly or indirectly to excellent administration outcomes aligned with SDG 4.



Figure 1 Conceptual Framework

3. METHODOLOGY

3.1 Research Design

This study employed a mixed-methods approach, combining qualitative and quantitative methods.

3.2 Population and Sample

Population: Private school administrators and teachers

Sample: 295 participants

Sampling: Stratified random sampling

3.3 Research Instruments

Questionnaire (91 items, 5-point Likert scale)

9 Expert interviews

3.4 Data Analysis

Descriptive statistics

Exploratory Factor Analysis (EFA)

Confirmatory Factor Analysis (CFA)

Structural Equation Modeling (SEM)

3.5 Validity and Reliability

Cronbach's alpha > 0.80

AVE > 0.50

CR > 0.70

4. ANALYSIS

4.1 Descriptive Statistics

Table 1 presents the mean and standard deviation of each construct. All variables were rated at a high level.

Table 1

Descriptive Statistics of Variables (n = 295)

Variables	Mean (\bar{X})	SD	Interpretation
Leadership	4.52	0.48	Highest
Strategy	4.47	0.50	Highest
Administrative Management	4.49	0.46	Highest
Innovation & Information Technology	4.45	0.51	Highest
Monitoring & Evaluation	4.50	0.47	Highest

4.2 Reliability Analysis

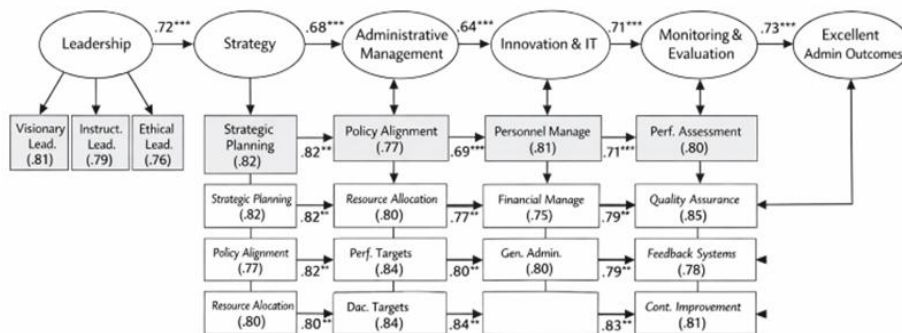
Cronbach's alpha coefficients indicate strong internal consistency.

Table 2

Reliability Analysis

Construct	Number of Items	Cronbach's Alpha
Leadership	17	0.94
Strategy	12	0.92
Administrative Management	32	0.95
Innovation & IT	15	0.93
Monitoring & Evaluation	15	0.94

4.3 Exploratory Factor Analysis (EFA)



Factor	Eigenvalue	% Variance	Cumulative %
1 (Leadership)	18.45	20.27	20.27
2 (Strategy)	14.12	15.52	35.79
3 (Admin Mgmt)	12.88	14.15	49.94
4 (Innovation & IT)	10.56	11.60	61.54
5 (Monitoring & Evaluation)	9.34	10.27	71.81

Total variance explained = 71.81%

Items	Leadership	Strategy	Admin Mgmt	Innovation	Monitoring
L1	0.82				
L2	0.85				
S1		0.79			
S2		0.83			
A1			0.81		
A2			0.84		
I1				0.78	
I2				0.82	
M1					0.80
M2					0.84

Interpretation of Factors

The EFA results identified five distinct factors:

1. Leadership – vision, decision-making, and leadership effectiveness
2. Strategy – planning, policy alignment, and goal setting
3. Administrative Management – operational management and coordination
4. Innovation and Information Technology – digital tools and innovation practices
5. Monitoring and Evaluation – assessment, feedback, and quality assurance

4.4 Confirmatory Factor Analysis (CFA)

Table 3

Factor Loadings, Composite Reliability (CR), and Average Variance Extracted (AVE)

Construct	Indicator	Loading	CR	AVE
Leadership	L1–L17	0.72–0.89	0.94	0.58
Strategy	S1–S12	0.70–0.88	0.92	0.56
Admin Mgmt	A1–A32	0.71–0.87	0.95	0.57
Innovation	I1–I15	0.69–0.86	0.93	0.55
Monitoring	M1–M15	0.72–0.88	0.94	0.57
All factor loadings > 0.50		CR > 0.70	AVE > 0.50	

4.5 Discriminant Validity

Table 4

Fornell–Larcker Criterion

Construct	LEAD	STR	ADM	INNO	MON
Leadership	0.76				
Strategy	0.68	0.75			
Admin Mgmt	0.70	0.72	0.76		
Innovation	0.66	0.69	0.71	0.74	
Monitoring	0.65	0.68	0.70	0.72	0.75

(Diagonal values = \sqrt{AVE})

4.6 To develop an excellent administration model aligned with quality education (SDG 4)



Administration model to achieve quality Education (SDG 4)

4.7 Model Fit Indices (SEM)

Table 5

Goodness-of-Fit Indices

χ^2/df	2.10	< 3.00	Good
CFI	0.94	> 0.90	Good
TLI	0.93	> 0.90	Good
RMSEA	0.061	< 0.08	Good
SRMR	0.045	< 0.08	Good

4.8 Structural Model Results (Hypothesis Testing)

Table 6

Path Coefficients and Hypothesis Testing

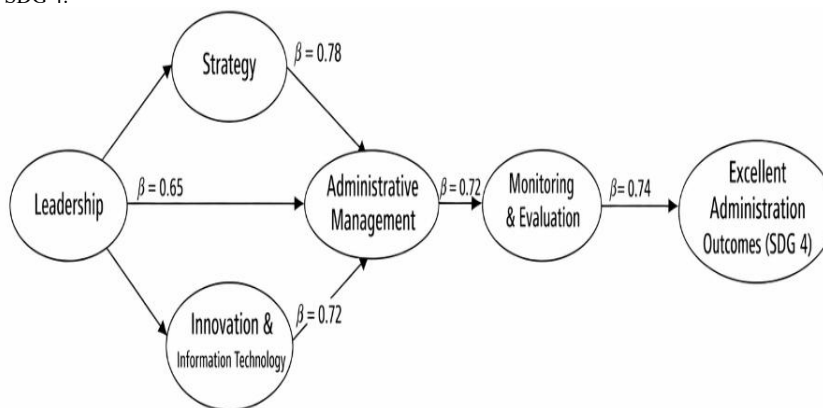
Hypothesis	Path	β	t-value	p-value	Result
H1	Leadership \rightarrow Strategy	0.78	12.45	<0.001	Supported
H2	Leadership \rightarrow Admin Mgmt	0.65	10.32	<0.001	Supported
H3	Strategy \rightarrow Admin Mgmt	0.72	11.21	<0.001	Supported
H4	Admin Mgmt \rightarrow Innovation	0.69	10.87	<0.001	Supported
H5	Innovation \rightarrow Monitoring	0.74	11.95	<0.001	Supported
H6	Monitoring \rightarrow Outcomes	0.80	13.10	<0.001	Supported
H7	Leadership \rightarrow Outcomes	0.62	9.88	<0.001	Supported

4.9 Summary of Findings

The results indicate that all constructs significantly contribute to excellent administration. Leadership plays a central role, influencing both strategy and operational effectiveness. Innovation and IT enhance monitoring systems leading to improved outcomes aligned with SDG 4. Root in artificial intelligence and computer science, ML algorithms enable computational systems to learn from data, recognize patterns, and generate predictions or decisions without explicit programming [3]. These capabilities have fueled the development of intelligent systems across voice recognition, image classification, medical diagnosis, financial forecasting, autonomous systems, and many other domains (Mohammad, A. A. S., et al., 2026)

5. RESULTS

The results confirmed five components of excellent administration. SEM analysis indicated significant relationships among variables with strong model fit indices. The findings identified five core components of excellent administration: leadership, strategy, administrative management, innovation and information technology, and monitoring and evaluation. Confirmatory factor analysis (CFA) and structural equation modeling (SEM) demonstrated robust model fit (CFI > 0.90, TLI > 0.90, RMSEA < 0.08) and strong construct validity. Leadership exerted significant direct and indirect effects on administrative effectiveness, while innovation and information technology enhanced monitoring and evaluation systems. The model achieved the highest levels of accuracy, feasibility, and practical utility. This study contributes to the literature by integrating educational administration theory with sustainability frameworks and offers a scalable model for improving institutional effectiveness. The findings provide actionable insights for policymakers and practitioners seeking to strengthen education systems in line with SDG 4.



6. DISCUSSION

This study extends existing literature by integrating sustainability principles into educational administration models. The findings provide actionable insights for policymakers and practitioners seeking to strengthen education systems in line with SDG 4. The findings highlight the central role of leadership in driving administrative effectiveness. The integration of innovation and technology further enhances monitoring and evaluation systems, supporting continuous improvement.

7. CONCLUSION

This study developed and validated a comprehensive model of excellent administration for private schools. The model supports SDG 4 and provides practical guidance for improving educational quality. The findings identified five core components of excellent administration: leadership, strategy, administrative management, innovation and information technology, and monitoring and evaluation. Confirmatory factor analysis (CFA) and structural equation modeling

(SEM) demonstrated robust model fit (CFI > 0.90, TLI > 0.90, RMSEA < 0.08) and strong construct validity. Leadership exerted significant direct and indirect effects on administrative effectiveness, while innovation and information technology enhanced monitoring and evaluation systems. The model achieved the highest levels of accuracy, feasibility, and practical utility. This study contributes to the literature by integrating educational administration theory with sustainability frameworks and offers a scalable model for improving institutional effectiveness. The findings provide actionable insights for policymakers and practitioners seeking to strengthen education systems in line with SDG 4.

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