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According to the Teachers council's guidelines for  
Schools under the Office of the Private Education Commission**

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## **Abstract**

The research aimed to: 1) study administrative components for schools' innovation based on Teachers council's guidelines for schools under the Office of the Private Education Commission, 2) analyze management of schools' innovation following the same guidelines, and 3) propose administrative guidelines for creating schools' innovation using a mixed-method research model. The process had three phases: studying administrative components, analyzing management, and presenting management guidelines. In the qualitative research, key informants underwent in-depth interviews (9 participants). The quantitative research included 440 teachers from schools under the Office of the Private Education Commission, sampled via stratified random and purposive sampling. The qualitative research involved 11 experts in a group discussion. Research tools included interview forms, questionnaires, recording forms, and qualitative data analysis forms. Quantitative analysis included frequencies, means, and standard deviations. Results revealed seven components of school innovation management: 1) administrative leadership, 2) vision and innovation planning, 3) flexible work structure, 4) diverse skills in innovation teams, 5) supportive atmosphere, 6) effective communication, and 7) fostering creativity. All components were evaluated at the highest level, with fostering a creative culture receiving the highest mean score. Each item within these components achieved the highest assessment. Administrative guidelines for creating school innovation provided six practical guidelines, with an overall assessment reaching the highest level. Usefulness scored highest in average score, followed by possibility and appropriateness. Accuracy received the lowest average score.

**Keywords:** Administrative Guidelines, School Innovation, Teachers Council's Guidelines

## 1. Introduction

The 21st century is the age of the knowledge-based economy, characterized by rapid and wide-ranging changes. This has prompted sectors worldwide to shift towards intangible factors such as knowledge and information technology, leading to the development of innovation. The predominance of innovation development policies in many countries emerged in 2000 at the forum of the APEC Economic Committee meeting (Rojwattanabul, 2010). The trend toward the innovation era has propelled Thailand to develop under the concept of Thailand 4.0, driven by knowledge and innovation. The Office of the National Economic and Social Development Board prepared the 12th National Economic and Social Development Plan, 2017-2021, with a primary focus on innovation development. Consequently, the National Education Standards B.E. in 2018 outlined requirements for desirable outcomes according to the National Education Standard (Desired Outcomes of Education: DOE Thailand), aimed at preserving Thai identity and enhancing competitiveness on the global stage. This enables students to develop themselves as learners (Learner Person) to create jobs and improve quality of life. Being an Innovative Co-creator, the agency responsible for managing education therefore needs to adjust the education management system in accordance with the guidelines driving the country towards these goals.

For a school to succeed and survive in such a rapidly changing world, its success depends on its creativity in discovering and developing new things and innovations related to education (Adams, Bessant, & Phelps, 2006; Caldwell & O'Reilly, 2003). School management must shift towards an approach that requires innovation or innovation within schools by developing a new model of education management, including fostering innovative habits among school personnel. Private schools are educational institutions established to support the expanding demand for education beyond what public education can manage. Therefore, private schools must provide quality education to build trust among parents and, if possible, aim for higher quality in various aspects to ensure the faith and survival of the business.

### 1.1 Background and Importance of the Problem

The current state of private education management is at a varied level, with many private schools lacking quality development. This could be attributed to the absence of clear development guidelines or policies by the management. Currently, the private education sector faces the challenge of a crisis. The Office of the Private Education Commission (NHSC) has compiled data comparing the number of private schools in the academic years 2018 and 2019. It was discovered that in the academic year 2018, there were a total of 14,747 establishments, whereas in the academic year 2019, 80 were closed. This resulted in a significant reduction to 14,667 private schools, especially private general education institutions. Originally, the average number of closures was 20 per year, but in 2019, 66 schools shut down. The Secretariat of the Teachers council of Thailand initiated the "One School One Innovation" project in 2014, encouraging all schools, particularly teachers and faculty members nationwide, to develop educational innovations. The objective was to enhance the nation's education quality and the potential of learners at all levels. This project aimed to enable schools to create contextually suitable innovations and disseminate original innovations with quality and academic value for the benefit of educational management development. However, issues were identified in various dimensions of school innovation, such as academic value, benefit, and participation. On-ai (2015) identified seven key elements for developing private schools towards innovation: flexible management structure, innovative strategy creation, facilitation of innovation through information systems, establishment of corporate culture, leadership, specialized teams, and cooperative networks. Given these challenges and considerations, educational institutions must shift their administrative concept towards quality school management and innovation.

## 1.2 Research Question

It is evident that many private schools lack management guidelines for creating and utilizing innovation. Furthermore, there are no clear guidelines for managing innovation in alignment with the Teachers council of Thailand's directives. Therefore, as an administrator in a private school, the researcher is interested in investigating management guidelines for creating innovation in schools according to the Teachers council's guidelines under the Office of the Private Education Commission. Utilizing the criteria for evaluating a school's innovative efforts, particularly those recognized with a gold medal in the "One School One Innovation" project, will serve as valuable research data. These guidelines will assist private schools in becoming innovative institutions that lead to higher-quality education, meeting the demands of current and future societal needs.

## 1.3 Research Objective

1. To study the administrative components for creating innovation in schools according to the Teachers council's guidelines for schools under the Office of the Private Education Commission.
2. To analyze the management of innovation in schools according to the Teachers council's guidelines for schools under the Office of the Private Education Commission.
3. To present management guidelines for creating innovations in schools according to the Teachers council's guidelines for schools under the Office of the Private Education Commission.

## 2. Literature Review

### 2.1 Related Concepts and Theories

#### 2.1.1 School Management

A school is society's expectation for nurturing and developing students to become excellent and good individuals, who are happy. Therefore, the importance and significance of school management are crucial. The Ministry of Education Order (M.O.) No. 2554 defines school management as the coordination and support of relevant parties to implement the school's strategic plans and objectives in accordance with the Education Act (M.O.) No. 2555. The Education Act (M.O.) No. 2555 suggests that school management should seek new ways of managing education that involve society as a whole and take continuous responsibility for education throughout life. The network of learning through the decentralization of authority in schools is consistent and makes decisions within their area of responsibility, allowing the public and various organizations to participate in various matters as appropriate.

#### 2.1.2 Private Schools and Community-Based Education Management

A private school is defined by the Private School Act (No. 4) B.E. 2525 as a school, group of individuals, or a place where individuals provide community-based education using the funds and educational equipment of the private sector to teach students in groups of fewer than eight students. The person or organization seeking permission to establish a private school must meet the criteria and conditions set forth in the Private School Act (No. 4) B.E. 2525 under the supervision of the Office of the Private Education Commission. The Office of the Private Education Commission consists of four agencies: the Office of the Private Education Commission, B.E. 2550.

### 2.1.3 Innovation

Innovation is defined as the process of bringing about new ideas, methods, products, services, or solutions that have a significant positive impact and value. It involves transforming creative concepts into tangible outcomes that improve efficiency, effectiveness, or address unmet needs. Innovation is not limited to technological advancements and encompasses novel approaches to problem-solving, processes, organizational practices, or business model innovations. At its core, innovation involves challenging the status quo, thinking outside the box, and taking calculated risks to drive progress and achieve breakthrough outcomes (Jain, 2023).

## 2.2 Literature Surveys

Vracking (1990) conducted a study on managing innovation in organizations, focusing on the relationship between theory and practice in the role of a management consultant for organizational change, particularly the need for managing innovation. This study was based on working as a management consultant for seven large and medium-sized companies. The results concluded that the components of managing innovation in organizations consist of four variables, and the patterns of managing innovation in organizations are as follows: resource technology factors and human resource management factors.

Mok and Au-Yeung (2002) conducted a study on the relationship between organizational climate and power enhancement in Hong Kong hospitals and found that the organizational climate has a positive relationship with power enhancement in the following aspects: management, communication, work relationships, recognition, organizational structure, training, teamwork, and stress management.

Trott (2008) discussed the importance of management for innovation, stating that it is necessary to stimulate innovation (Innovation stimulus) by enhancing the innovation capacity of individuals in schools and supporting the implementation of innovations (Innovation performance). Prajogo and Ahmed (2006) have studied the relationships among these three components.

Von Stamm (2008) emphasized that the most important aspect of innovation within an organization is to change people's mindsets more than it is to change processes or the organization's culture. Innovation, design, and creative thinking must be bold, experimental, unsatisfied with the current situation, and envisioning continuous improvement and change.

## 3. Research Methodology

### 3.1 Research Design

This research is a mixed-method study that combines qualitative research with quantitative research (quantitative research) by dividing the research method into three steps as follows: 1) studying the administrative components for innovation in schools according to the teachers council's guidelines for schools under the Office of the Private Education Commission, 2) analyzing the management of innovation in schools according to the teachers council's guidelines for schools under the Office of the Private Education Commission, and 3) proposing management guidelines for creating innovation in schools according to the teachers council's guidelines for schools under the Office of the Private Education Commission. For the qualitative research, key informants were chosen from schools under the Office of the Private Education Commission with exemplary practices

in creating school innovations according to the Teachers council of Thailand guidelines. The criteria for selection included recognition of the school's innovative achievements, regional and national gold medals awarded under the "One School One Innovation" project of the Teachers council of Thailand, and being recognized as a model by the Teachers council of Thailand in presenting innovations in national academic forums. The key informant group comprised 9 individuals, selected purposively based on their involvement and leadership roles in school innovation teams, with 3 representatives from each school, including school directors and teachers leading the innovation teams.

### **3.2 Population and Sample**

Schools under the Office of the Private Education Commission in Bangkok are divided into 6 administrative groups, totaling 549 schools.

In this research, the researcher utilized the following methods:

1) Cluster Random Sampling: Randomly selecting one area per group from the 6 population groups.

2) Purposive Selection: The researcher selected a sample of schools with specific characteristics consistent with the research objectives, using predefined criteria for consideration. The sample size was 440 people.

Key informants in this research were categorized into three groups:

- 1). Education administration specialists.
- 2) Educational institution administration specialists of schools under the Office of the Private Education Commission.
- 3) Educational innovation and technology specialists.

The researcher employed a purposive selection method with criteria for selecting key informants, ensuring that at least 11 individuals possessed the following qualifications.

### **3.3 Research Instruments**

#### *3.3.1 Qualitative Research*

The researcher conducted content analysis on administrative elements for school innovation. Field visits were made to 3 exemplary schools, where in-depth interviews were conducted with 9 key informants, including school directors and teachers who were innovation team leaders or key players. The data gathered from these interviews were subjected to content analysis to identify the elements of innovation in schools.

#### *3.3.2 Quantitative Research*

The researcher employed a quantitative approach in this step. Using the data obtained in the qualitative research, a research questionnaire was developed and administered to a sample group of schools. Descriptive statistics, including frequency (percentage), mean, and standard deviation (SD), were utilized to analyze the data and describe the results. The data obtained from this analysis were then compared with the empirical synthesis of each component (content analysis) and the synthesis of innovation indicators as per the Teachers council's guidelines (document analysis). This comparison aimed to evaluate management for innovation in schools according to the Teachers council's guidelines under the Office of the Private Education Commission.

### 3.3.3 *Qualitative Research*

The researcher employed focus group discussions to collect data. Eleven key informants were selected based on predefined criteria to examine and evaluate the management guidelines.

## 3.4 Data Collection

### 3.4.1 *Qualitative Data*

The researcher conducted in-depth interviews using a semi-structured questionnaire format (Semi-Structured Interview) and reviews the draft questionnaires for each component. Therefore, the qualitative data included in-depth interviews and group discussions, were collected directly from the sample.

### 3.4.2 *Quantitative Data*

The researcher distributes a questionnaire on management for innovation in schools, structured as a rating scale and divided into three parts. The quantitative data, such as questionnaires and assessment forms, were delivered directly to the research target group

### 3.4.3 *Qualitative Data*

The researcher records focus group discussions after drafting the management guidelines for creating innovation in schools, enabling experts to record group consensus (Consensus). The researcher also uses an evaluation form for experts to assess quality or good characteristics in four areas: (1) utility; (2) feasibility; (3) propriety; and (4) accuracy.

## 3.5 Statistics Used for Data Analysis

### 3.5.1 *Qualitative Data Analysis*

Data analysis involves descriptive analysis, content analysis, and thematic analysis based on the data obtained from the study of related concepts and theories. The synthesis of data (Synthesis) acquired from Focus Group Discussions and research data is conducted to combine the information and create management guidelines for fostering innovation in schools according to the Teacher Council's guidelines for schools under the Office of the National Education Commission.

### 3.5.2 *Quantitative Data Analysis*

Descriptive statistics are utilized to describe the data or results obtained from questionnaires or surveys. This includes frequency and percentage statistics, as well as measures of central tendency such as mean and SD.

## 4. Data Analysis and Findings

### 4.1 Introduction

Results revealed seven components of school innovation management: 1) administrative leadership, 2) vision and innovation planning, 3) flexible work structure, 4) diverse skills in innovation teams, 5) supportive atmosphere, 6) effective communication, and 7) fostering creativity. All components were evaluated at the highest level, with fostering a creative culture receiving the highest mean score. Each item within these components achieved the highest assessment. Administrative guidelines for creating school innovation provided six practical guidelines, with an overall assessment reaching the highest level. Usefulness scored highest in average score, followed by possibility and appropriateness. Accuracy received the lowest average score.

## 4.2 Data Analysis of the Qualitative Data

The results of the analysis of data on administrative components for innovation in schools, according to the teacher council guidelines of schools under the Office of the Department of Private Education Promotion, were obtained from in-depth interviews with 9 target groups. The administrative process that encourages innovation in schools consists of: planning, implementation of the plan, and evaluation, combining 7 elements that encourage innovation in schools: management leadership in innovation, setting innovation vision and plans, creating an atmosphere and environment that supports innovation, effective communication, having a structure that promotes flexible working, focusing on the importance of innovative teams with diverse skills, and promoting a creative culture. These operations contribute to the school's creativity in creating educational innovations that affect the quality of the school's education, suitable for the school's context, in accordance with the guidelines of the teachers council, which aim to encourage all schools to create quality innovations that are of academic value and beneficial to educational and professional development. From the synthesis results, it was found that there are 7 components of management for innovation in schools, in accordance with the concept.

The results of the opinion level analysis of each component of the management approach for innovation in schools, according to the Teacher council guidelines of schools under the Office of the Private Education Commission, showed that the overall picture of the 7 elements was at the highest level, with an average of 4.55. When considering each component, it was found that the element promoting a creative culture had the highest mean of 4.62. When analyzing the opinion level of each item of each component, it was found that 6-8 items of the questionnaire were at the highest level. When comparing the data obtained from the analysis and interpretation of the results at the highest level with the data obtained from the empirical synthesis from content analysis and the data obtained from the synthesis of innovation indicator documents according to the teachers council's guidelines (Document Analysis) used in drafting management guidelines for creating innovation in schools according to the teachers council of Thailand guidelines of schools under the Office of the Private Education Commission, it was found that there was a correlation to draw up management guidelines for creating innovations in schools.

The results of determining management guidelines for creating innovation in schools, according to the Teachers council's guidelines of schools under the Office of the Private Education Commission, consisted of 6 aspects: 1. Creating the role of management in supporting innovation, 2. Promoting participation in setting vision and innovation plans, 3. Creating a work structure that promotes innovation, 4. Promoting participation in thinking creatively and building innovative teams, 5. Promoting effective communication, and 6. Creating an atmosphere and environment that fosters innovative thinking. The results of the assessment of management guidelines for creating innovation in schools in all 4 areas found that the overall picture was at the highest level, with usefulness having the highest average, followed by feasibility and propriety, respectively. The item with the lowest average is accuracy.

## 4.3 Summary of the Results

The results of a qualitative study on management for innovation in schools, according to the Teachers council's guidelines for schools under the Office of the Private Education Commission, revealed that the administrative components for creating innovations consisted of: planning, implementation of the plan (implementation), and supervision, monitoring, evaluation (evaluation). The results of the management analysis for creating innovations in schools, according to the Teachers council's guidelines for schools under the Office of the Private Education Commission,

were found to be at the highest level, both in general and for each element. The results of the assessment of the management guidelines for creating innovation in schools according to the Teachers council's guidelines under the Office of the Private Education Commission indicate that administrative guidelines consist of six aspects: creating a role for management in supporting innovation, promoting participation in setting vision and innovation plans, establishing a work structure that promotes innovation, fostering creativity and building innovation teams, promoting effective communication, and creating an atmosphere that fosters innovative thinking.

## **5. Conclusion, Discussion, and Recommendation**

### **5.1 Conclusion and Discussion**

The results of a qualitative study on management for innovation in schools, according to the Teachers council's guidelines for schools under the Office of the Private Education Commission, revealed that the administrative components for creating innovations consisted of: planning, implementation of the plan (implementation), and supervision, monitoring, evaluation (evaluation). The innovation process in schools comprised 7 components: management leadership in innovation, establishment of a vision and an innovation plan, creation of an atmosphere and environment that encourages innovation, effective communication, establishment of a flexible working structure, emphasis on multi-skilled innovation within teams, and promotion of a culture of thought creation. This discussion suggests that the administration for innovation in schools, in line with the Teachers council of Thailand guidelines, has adapted to the changes in today's society. Private schools are compelled to compete on quality by employing innovative practices, leading to a shift in the mindset and work approach of teachers and school personnel. Anupong's research (2017) emphasizes the importance of several steps in creating innovation in schools, including executive preparation, formulation of a shared innovative vision, strategic planning, innovative leadership, organizational structure, implementation of innovation development strategies, and auditing and evaluation. Higgins (1995) noted that the innovation process requires a focus on personnel, who are the creators of successful outcomes for the organization. Therefore, organizations must prioritize the development and support of their personnel, allocating budgets for training and fostering a culture of confidence in their abilities. Wannapa (2012) highlighted the importance of management's trust in personnel and advocated for decentralized decision-making and reduced supervisor control. Furthermore, Wuthirong (2014) emphasized the role of committed executives in innovation management, designing flexible organizational structures and evaluation systems that focus on the process of innovation creation rather than just the outcomes. This approach aligns with the assessment criteria of the Teachers council of Thailand (2014), which evaluates the quality of innovation in schools based on academic merit and rational thinking throughout the organization. Innovation necessitates meticulous planning and goal setting, active participation from management to operations, and has a long-term impact on the school. This echoes the importance of cultivating a culture of innovation and creativity within schools to foster continuous improvement and adaptation to changing educational landscapes.

The results of the management analysis for creating innovations in schools, according to the Teachers council's guidelines for schools under the Office of the Private Education Commission, were found to be at the highest level, both in general and for each element. Innovative management leadership: Leaders play a crucial role in driving change by effectively communicating new visions, objectives, and strategies to their organization. It is essential for top management to be committed and involved in the changes necessary for organizational innovation (Tidd et al., 2001). Leadership factors influence the use of administrative processes as drivers of organizational innovation

(Vracking, 1990; Hay Insight selections, 2005). Courage to take risks, openness to new ideas, attentive listening, embracing challenges, having a vision, and fostering a culture of learning and creativity are essential qualities for effective leadership (Yosyingyong, 2009; National Innovation Agency, 2010; Rojwattananabul, 2010; Chutiwong, 2011; Phakdilao, 2011; Phangnga, 2012; Prachankhet Organization, 2014).

#### *Team Leadership Roles and Participation*

Consistent with the Teachers' Council of Thailand (2014), the management approach for innovation in schools must involve a diverse group of stakeholders. Administrators should provide leadership in involving everyone in planning and decision-making processes, taking action, and acknowledging the results of innovation in schools. Preparation for innovation should be purposeful, focusing on bringing about change through verifiable procedures that lead to specific outcomes.

#### *Establishing a Vision and Innovation Plan*

Creating innovation in schools requires a forward-looking vision with clear innovation policy goals. One prerequisite for innovation in schools is managing a strategic vision aligned with future needs and possibilities. Dundon (2002) presented a model of an innovation system consisting of a vision and an innovation roadmap, which brings together shared responsibility. Encouraging participation from everyone to develop the school's innovative competence is crucial. Higgins (1995) emphasizes the importance of having a vision and an innovation plan that align with the organization's goals. This includes having a definite innovation vision and goal, and conveying the innovation plan to all stakeholders. The innovation roadmap must be announced and put into practice to demonstrate the involvement of all parties, in line with the Teachers council of Thailand's Innovation Guidelines (The Teachers council of Thailand, 2014). The academic value of innovation stems from a process with clear goals, plans, and procedures, including participation from all parties involved in thinking, planning, and decision-making in school innovation. Consequently, clarity of vision and innovation plans contributes to the creation of innovation in schools, in accordance with the Teacher Council's guidelines.

#### *Having a Flexible Work Structure*

Schools should organize their innovation lines according to knowledge, with personnel competence structured in accordance with the mission. This entails adopting a flexible cross-functional structure that facilitates easy and timely changes and allows personnel to work together effectively. The school should enable the rotation of positions based on performance and decentralize power for each line of work to make decisions. Establishing a joint management team responsible for innovation work is essential. Nittaya Ngernprasertsri (2015) suggests that a flexible school structure can take advantage of school restructuring by establishing or separating responsible departments into smaller units, enabling self-management and increasing operational power to foster innovation. Wannapa (2012) compiled international organizational innovation education data, recommending an appropriate organizational structure with a flat organizational style and close relationships between personnel and executives. Wuttipong Phakdilao (2011) suggests that organizations creating innovations should have a research and development department, developing innovation and maintaining a flexible work structure based on individual ability to hold positions. Ensuring that the school's innovation creation benefits everyone and has academic value is crucial. The Teachers council of Thailand (2014) suggests that the academic value of innovation develops from principles, theories, and ideas that are correct according to the rules of science. Therefore, setting the work structure of personnel according to knowledge and competence will ensure that school innovation aligns appropriately with its goals.

The results of the assessment of the management guidelines for creating innovation in schools according to the Teachers council's guidelines under the Office of the Private Education Commission indicate that administrative guidelines consist of six aspects: creating a role for management in supporting innovation, promoting participation in setting vision and innovation plans, establishing a work structure that promotes innovation, fostering creativity and building innovation teams, promoting effective communication, and creating an atmosphere that fosters innovative thinking. Each aspect includes guidelines for planning, plan implementation, and assessment, aligned with the Teachers council's indicators to achieve innovation goals in schools. Experts unanimously agree that the management guidelines are appropriate, feasible, correct, and practical, with evaluation results indicating high levels of expertise and experience in educational administration, school administration, innovation, and educational technology. This may be attributed to the effective development and implementation of the guidelines, demonstrating correctness, appropriateness, coherence, and effectiveness at each step of the process. Creating an atmosphere and environment that supports innovation requires providing innovative workers with a warm, friendly work environment characterized by positive conversation and continuous learning. It involves fostering confidence and trust in work, maintaining a relaxing atmosphere, and providing informal spaces to support the flow of thought. Emphasizing rewards over punishment serves as a stimulus for fostering interest in innovative thinking (Tidd et al., 2001; Chuan Pharakul, 2013; Prachankhet Organization, 2014). Organizing a physical workplace environment conducive to innovation involves providing spaces for meetings, recreation, informal gatherings, and networking, which are essential for promoting innovation (National Innovation Agency, 2010). Creating a creative space that encourages interaction, discussion, and response is vital for fostering innovation.

Effective communication plays a crucial role in innovation by facilitating communication about approaches, plans, projects, and success in innovation initiatives. Open communication among school staff is essential for fostering innovation, as it facilitates the exchange of ideas and supports innovation activities. Communication and information sharing serve as catalysts for conceptualization and the development of collective ideas within the group. School leaders can encourage information transmission through various means such as email. An effective communication network is conducive to creativity and innovation. External knowledge also plays a vital role in fostering creativity and innovation (Tidd, 2001; Phayat Wuthirong, 2014). Effective communication should encompass communication in all directions within the organization, including contact with higher levels, lower levels, and peers. Utilizing a variety of media helps reduce differences between tasks within the organization. The success of innovation in schools is not solely reliant on adopting technology but also on effectively communicating information to foster innovation at every step. Demonstrating a systematic connection to all stakeholders with a commitment to purposeful learning facilitates open-minded listening and knowledge exchange within the school, allowing all staff to experience the successes and failures of innovation.

Focusing on the importance of innovation teams, the success of innovation in schools should prioritize the development of personnel and innovation teams by nurturing their potential. This involves encouraging the development and training of individuals in innovation methods and processes, including creativity and innovation skills. Establishing cross-functional innovation teams composed of members with diverse knowledge and expertise is essential. The recruitment of talented individuals to join these teams is crucial, and team members must possess visionary, patient, energetic, and competent qualities. A cross-functional team consists of individuals from different lines or departments at the same level, with the team leader acting as a coach to facilitate and stimulate creativity while building trust among team members. Problem-solving teams, comprising personnel and executives, should meet regularly to discuss and seek solutions. Personnel training enable them to apply new skills in an innovation-oriented approach. Innovative knowledge among personnel is a valuable organizational resource, and continuous learning is necessary to keep pace

with changes. The Teachers council of Thailand has established indicators of innovation quality, emphasizing the development of ideas and the exchange of knowledge to create innovation. The nature of innovation involves creativity, novelty, and problem-solving, highlighting the importance of personnel and innovation teams in fostering innovation in schools.

Promoting a creative culture involves establishing enduring values, beliefs, and practices that encourage individuals to think boldly and engage in new endeavors. Innovation presents an opportunity to cultivate a creative culture in schools, emphasizing ongoing innovation to foster personnel with positive attitudes committed to knowledge pursuit and idea development for innovation creation. Cultivating an adaptable culture requires strategic leadership that prioritizes change and fosters creativity to create new organizational values conducive to empowerment. Encouraging better innovation entails individuals possessing qualities such as risk-taking, courage, originality, and rewarding innovative behavior. The assessment criteria for innovation by the Teachers council align with elements promoting a creative culture, emphasizing participation-based innovation development involving all parties throughout the process and a continuous innovation direction.

## 5.2 Recommendation

School administrators should consider creating an atmosphere and environment conducive to innovation within the school. This can be achieved by fostering a culture of cooperation and idea exchange, as well as providing informal spaces for recreational meetings. School administrators should adapt their roles to become champions of creativity and innovation. They should actively support innovation projects and provide incentives, such as rewards, for innovative achievements. The Office of the Private Education Commission should promote the implementation of management guidelines aimed at fostering innovation in schools, in alignment with the guidelines provided by the Teachers council of Thailand for schools under its purview. Administrators should undertake a thorough study of these guidelines and implement innovation management practices accordingly.

Future research should include a comparative study of management approaches for fostering innovation in schools, specifically comparing those recommended by the Teachers council's guidelines for schools under the Office of the Private Education Commission and those for schools under the Office of the Basic Education Commission. There is a need for in-depth research to explore the causal factors influencing management practices for innovation in schools, as outlined by the Teachers council's guidelines. Further research should investigate the relationship between management practices for innovation in schools, as prescribed by the Teachers council's guidelines for schools under the Office of the Private Education Commission, and overall school effectiveness.

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