

Development of School Management Model to Promote Thinking Process Skills of Watjamarom School under the Roi Et Primary Educational Service Area Office 2

Preeyanan Hernthaisong

Ban Dongkhrangyai School, Thailand

E-mail: uaypreeya@gmail.com

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Abstract

This research aims to; 1) to study the components of the school management model to promote thinking process skills of Watjamarom School under the Roi Et Primary Educational Service Area Office 2, 2) to study the current condition, the desirable condition, and the need for developing a school management model to promote thinking process skills of Watjamarom School, 3) to develop a school management model to promote thinking process skills of Watjamarom School, and 4) to study the results of using the school management model to promote thinking process skills of Watjamarom School, employing the four-phase research, Phase 1: Analysis of the components of the resultant system by seven experts, Phase 2: research present situations, ideal conditions, and development needs model for managing schools to encourage thinking process skills, data was collected using a questionnaire. 5-level estimation scale, the sample group used as administrators, teachers, and educational personnel, basic education institute committee chairman, parents, and community leaders, totaling 138 people, data analysis by means, standard deviation, Phase 3: creation of a school management model to encourage thinking process skills. This phase involves researching schools with management systems that encourage thinking process skills and best practices, and Phase 4: by implementing the established model in schools.

The findings of the study may be summed up as follows:

1. There are 6 components of the school management model to promote thinking process skills of Watjamarom School: 1) policies to promote thinking process skills, 2) executive leadership, 3) curriculum to promote thinking process skills, 4) teacher personality and teaching and learning management to promote thinking process skills, 5) student characteristics that promote thinking process skills, and 6) an environment that fosters thinking process skills, where peer-reviewed results were found to be the most appropriate.

2. Watjamarom School, conducted a study on the school management model to promote thinking process skills, and the findings revealed that the overall desirable condition is at a high level.

3. Watjamarom School management approach to thinking process skills together with; 1) management and policy implementation to promote thinking process skills into practice, 2) curriculum development that promotes thinking process skills, 3) learning management to promote thinking process skills, 4) the provision of an environment and a learning center that promotes thinking process skills, and 5) the aspect of developing student characteristics that promote thinking process skills. The model was evaluated by specialists, and the findings showed that it was appropriate overall at the highest level.

4. The results of applying the model revealed that; 1) overall, the management component and the implementation of policies to advance the application of thinking process skills were at the highest level, 2) the element of curriculum development that best fosters thinking process skills was present generally, 3) the evaluation outcomes for learning management to support thinking process skills were at the highest level overall, 4) the assessment's findings on creating a space and a learning environment that encourages the use of all thinking process skills were at the highest level, and 5) students' development of traits that support thinking process skills were at good and very good levels, which represented 88.31% of the total.

Keywords: Development, School management model, Promote thinking process skills

Introduction

The Office of the Basic Education Commission has encouraged and supported the emphasis on enhancing the quality of education to bring thinking process skills into the classroom by integrating with 8 groups of learning subjects and emphasizing that the outcomes of concrete learning management can be measured and evaluated in a way that accurately reflects the results of assessments. As a result, it is the responsibility of the instructor to help students reach their full potential as thinkers so that they might acquire useful thinking abilities. Teachers must adjust in all areas since standard 4 defines assessment of educational quality for learners as placing an emphasis on students' capacity for critical, synthesizing, creative, introspective, and imaginative thought. In the past, teachers were the ones who imparted knowledge to pupils by explaining it in order for them to retain it and grasp it, but in today's digital era, when knowledge is awash in technological advancement, instructors are unable to impart all of it. As a result, instructors in the modern day must help students develop their critical thinking skills in order to provide them with the tools they need to move on in life, critical thinking skills are crucial since they are essential to human survival (Guilford, 1967). Because only when people take creative initiative, consider why things happen, know how to think about preventing or thinking about addressing issues in daily life, and have ideas for developing and improving diverse situations in society for the better, can society continue to advance (Dewey, 1973). A person's life and society will be conducted with high regard if they have good, appropriate, and suitable thought processes, to become a person who thinks logically and correctly, train yourself in various approaches and techniques, and learn how to help society as a whole, one should be aware of the numerous approaches and methods in this area. (Wongaree, 2015)

The thought process is a type of thinking that combines higher level thinking abilities with more fundamental thinking abilities, it has been conceptualized in a variety of ways to take on new meanings, and it is one of the many processes that are vital to existence. Such as decision-making process, creative thinking process, critical thinking process, reflective thinking process, scientific process, problem-solving process, research process, etc., each process has a goal, which is reached through a series of phases. (Wongaree, 2015) This is in line with Moonkham (2011), who stated that thinking is a process that calls for thinking abilities and characteristics in order to develop suitable and diverse thinking processes, such as analytical thinking, comparative thinking, critical thinking, problem solving, synthetic thinking, applied thinking, creative thinking, conceptual thinking, future thinking, integrative thinking, strategic thinking, critical thinking, and a host of others. Similarly, Khaemani (2001) stated that the thinking process is the act of thinking in order to arrive at the desired idea, such as the critical thinking process, the creative thinking process, and the problem-solving process, as

well as the reflective process, reflective process, and scientific thinking process, to put it briefly, a thought process is a way of thinking that draws on lower-level thinking abilities, higher-level thinking abilities, and complex thinking traits to produce an appropriate and varied thought process made up of the five thinking talents, they are 1) creative thinking process, 2) problem solving thinking process, 3) decision-making process, 4) critical thinking process, and 5) synthetic thinking process.

The following are recommendations for fostering cognitive abilities: 1) Using thinking-promoting approaches can help learners develop systematic thinking skills and the ability to arrange information so that it properly delivers the intended meaning, while most teachers strive to educate students to think, they do not actively encourage pupils to do so, 2) Appropriate environment setup; the setting plays a key role in the development of thinking, this includes the atmosphere in the classroom, the preparation of student work boards and question boards, the absence of outside noise, the use of bright, learning-friendly lighting, the placement of an experience corner where students can study independently, the use of research resources to encourage self-learning, as well as the development of an environment that supports teachers in their teaching and learning, 3) Teachers who are actively involved in teaching and learning activities can create learning activities that emphasize thinking skills based on curriculum analysis; the basic education core curriculum is distinctly specified in learning standards and indicators. As a result, the instructor must assess the curriculum, generate ideas for designing learning activities that fulfill the curriculum, and allow students to gain information through a range of experiences on their own, 4) As teachers do on a regular and daily basis, thought-promoting activities and thinking-process skills training can be used in annual activities, homeroom activities, flagpole activities, exhibitions, project work, and to train students all the time, activities can be simple or complex depending on the purpose of the activity, the learners' proficiency level, and the time period, 5) Promote the use of thinking skills exercises, teachers can develop thinking skills exercises via thinking exercises alone or in conjunction with knowledge building, teachers can design a procedure that enables students to reflect on their thoughts in a series of phases, 6) Establish a culture of thinking throughout the school, with teachers serving as good examples for students to adopt. For instance, if teachers want to change students' behavior promptly, they must begin teaching on time. Likewise, if teachers want to develop students' capacity for critical thought, they themselves must be capable of doing so, and 7) Find or buy media, tools, and things that foster thinking to capture the attention of the students. (Ministry of Education, 2008)

As was said above, it is clear that the planning of educational activities targeted at fostering thinking abilities is crucial since it will serve as a crucial foundation for students' further development in other areas. As a result, the development of cognitive abilities is something that has to be prioritized and cannot be disregarded since it will affect how each student behaves. However, given that fact, it is important to note that planning activities to foster cognitive abilities is seldom given much attention, with the majority of them being disregarded to the point where they have a detrimental impact on student development. Therefore, understanding and organizing the environment, atmosphere, and learning resources to facilitate the learning of the students will help encourage students to have higher thinking skills, where all parties must participate in management and work together to truly make it happen. This is especially true if administrators, teachers, and stakeholders recognize the importance of fostering cognitive skills.

The Watjamarom School should employ the school management model to promote thinking process skills as part of the Roi Et Primary Educational Service Area Office 2 for managing education, improving students' quality of life, Service Area Office 2 responsibilities and resolving social issues. The operation must be systematic and enable personnel from all parties to cooperate. This will increase the effectiveness of learners and lead to education

management achieving the set goals. Participation from all parties is required to develop learners' quality by applying to suit their own context. As a school administrator, the researcher recognized the significance and requirement of management to foster thinking process skills since it was seen to be the most important activity that needed to be done to maximize student learning. As a result, there is interest in creating a management model for schools that encourages thinking process skills in order to further improve the standard of school instruction.

Research Objectives

1. To study the components of the school management model to promote thinking process skills of Watjamarom School under the Roi Et Primary Educational Service Area Office 2.
2. To study the current condition, the desirable condition, and the need for developing a school management model to promote thinking process skills of Watjamarom School.
3. To develop a school management model to promote thinking process skills of Watjamarom School.
4. To study the results of using the school management model to promote thinking process skills of Watjamarom School.

Methodology

The researcher conducted in the nature of research and development, using qualitative and quantitative data collection, the implementation process is divided into 4 phases, it may be characterized as a research process, as follows and is presented in table 1 as follows;

Table 1 Outlines the procedures for creating a management model for the Watjamarom School under the Roi Et Primary Educational Service Area Office 2.

Research Process	Activities Performed	Results
Phase 1: Researching the Watjamarom School management style within the purview of the Roi Et Primary Educational Service Area Office 2.	<ol style="list-style-type: none"> 1. Study documents, concepts, theories and related research. 2. Combine the primary elements and auxiliary elements of the school management model to enhance thinking process skills. 3. By 7 experts, determine if the model's primary elements and auxiliary elements are appropriate. 4. analysis of documents, concepts, theories, and pertinent research to study the elements of the school management model to develop thinking process skills 	<ol style="list-style-type: none"> 1. The theoretical foundation of the school administration approach to encourage thinking process skills. 2. The central element and supporting elements of the school management strategy to foster thinking process skills.

Table 1 Outlines the procedures for creating a management model for the Watjamarom School under the Roi Et Primary Educational Service Area Office 2. (Continue)

Research Process	Activities Performed	Results
Phase 2: Researching present situations, ideal conditions, and pressing requirements in order to create a management strategy for the Watjamarom School, which falls under the purview of the Roi Et Primary Educational Service Area Office 2.	<ol style="list-style-type: none"> 1. Use the primary components and supporting elements discovered in Phase 1 as a foundation for generating a questionnaire on the current and ideal circumstances in order to design a school management model that will encourage the development of thinking process skills. 2. Administrators, educators, basic education committee chairs, parents, and community leaders a total of 138 people were included in the sample from which data were gathered. 3. Analysis of the demands required to create a school management model to increase thinking process skills using an average analysis of standard deviation of ideal circumstances and present conditions. 4. Data was collected using a questionnaire. 5-level estimation scale, the sample group used as administrators, teachers, and educational personnel, basic education institute committee chairman, parents, and community leaders, totaling 138 people, data analysis by means standard deviation. 	<ol style="list-style-type: none"> 1. Conditions that now exist and would be ideal for the creation of a school management model at Watjamarom School, which is part of the Roi Et Primary Educational Service Area Office 2.
Phase 3: Creation of an the Roi Et Primary Educational Service Area Office 2 school management model to advance the thinking process skills of Watjamarom School.	<ol style="list-style-type: none"> 1. Study trips to schools using a management model for schools to encourage excellent practices and effective thinking process skills. 2. Creating guides and models based on school administration concepts to advance thinking process skills. 3. Nine experts examine and assess if the model and the manual are appropriate given the model. 4. Improve pattern/pattern implementation guide. 	<ol style="list-style-type: none"> 1. The school management strategy that encourages thinking process skills passed the audit. 2. The guidebook promotes thinking process skills by using a school management paradigm.
Phase 4: Research on how Watjamarom School, which is part of the Roi Et Primary Educational Service Area Office 2, uses a school management strategy to foster thinking process skills.	<ol style="list-style-type: none"> 1. Use the model in actual circumstances. 2. Assess how well individuals engaged are using the model. 3. Outline the outcomes of creating a management paradigm for schools that encourages thinking process skills. 4. Data was collected using a questionnaire 5-level estimation scale and rubric score for evaluate students' thinking process skills. 5. Data analysis by means standard deviation and Percentage. 	<ol style="list-style-type: none"> 1. Outcomes of executive evaluation and policy implementation to encourage application of thinking process skills. 2. Evaluations of programs that foster thinking process skills. 3. Learning resources and the environment condition assessment result. 4. Findings from teacher learning management behavior evaluations. 5. The findings from the evaluation of students' thinking process skills. 6. Advice on how to use the model going forward and ideas for more study.

Scope of Research

The following are the terms the researcher used to describe the research's scope;

1. Scope of content

By examining ideas and theories regarding the study topics from well-known and widely-accepted academics, the researcher has determined the content scope, this analysis has been combined to provide the following research conceptual framework: effects of the combination of school management model's components on the development of thinking process skills, it comprises of 1) thought-process promotion policies, 2) top-level management, 3) programs that increase thinking process skills, 4) using a teacher's personality and teaching style to encourage thinking process skills, 5) characteristics of students that foster the ability to thinking process skills, and 6) a setting that encourages thinking process skills.

2. Scope of population and sample/informant

The following four steps are presented by the researcher in line with the study question and objectives:

2.1 Phase 1: The purpose of this phase is to educate students on how to assess the primary components and auxiliary components of the school management model to enhance thinking process skills. The informant group, which consisted of seven experts, looked studied whether the school management model's elements were adequate for fostering thinking process skills.

2.2 Phase 2: Researching the present situation, ideal situation, and required requirements in order to create a management model for schools that would foster thinking process skills.

2.2.1 A total of 188 individuals live there, including 16 administrators, instructors, and members of the educational staff, 1 head of the Board of Basic Education, 168 parents of Kindergarten through Mathayom 3, and 3 community leaders.

2.2.2 The sample group consisted of 16 administrators, teachers and educational personnel, chairman of the Board of Basic Education is 1 person, and three community leaders, acquired by selective selection and parents of 118 students, was obtained using Krejcie and Morgan's table (Krejcie and Morgan, 1970; Boonchom Srisaard, 2004), total 138 people.

2.3 Phase 3: Creation of the Roi Et Primary Educational Service Area Office 2 school management model to advance the thinking process skills of Watjamarom School.

2.3.1 School administrators, instructors, and students were the group of informants in the school visit using a school management model to develop effective thinking process skills and excellent practices (Best Practice).

2.3.2 Nine experts served as the group of informants for the examination and assessment of the model and manual's adequacy for promoting thinking process skills in schools in accordance with the school management model.

2.4 Phase 4: Research on how Watjamarom School, which is part of Roi Et Primary Educational Service Area Office 2, uses a school management strategy to foster thinking process skills. The following informant group was chosen by the researcher among persons associated with the school where the model was used: 1) the person acting as the supervision committee, supervising and monitoring the use of the number format 9 people consisting of; 1 executive, 1 teacher and educational personnel, 1 basic education board, 3 parents, and 3 representatives from community leaders, 2) the idea was being put into practice by 15 instructors at the school, and 118 students.

1. Components of the school management model to promote thinking process skills of Watjamarom School in the Roi Et Primary Educational Service Area Office 2. There are 6 components: 1) policies to promote thinking process skills, 2) executive leadership, 3) curriculum to promote thinking process skills, 4) teacher personality and teaching and learning management to promote thinking process skills, 5) student characteristics that promote thinking process skills, and 6) an environment that fosters thinking process skills, where peer-reviewed results were found to be the most appropriate.

2. Watjamarom School, conducted a study on the school management model to promote thinking process skills, and the findings revealed that the overall desirable condition is at a high level.

3. Watjamarom School management approach to thinking process skills together with; 1) management and policy implementation to promote thinking process skills into practice, 2) curriculum development that promotes thinking process skills, 3) learning management to promote thinking process skills, 4) the provision of an environment and a learning center that promotes thinking process skills, and 5) the aspect of developing student characteristics that promote thinking process skills. The model was evaluated by specialists, and the findings showed that it was appropriate overall at the highest level in terms of feasibility, appropriateness, usefulness, and accuracy requirements, it was found to be at the highest level in all items, and the results of manual evaluation performed according to the model It was found that it was appropriate at the highest level.

4. The results of applying the model revealed that; 1) overall, the management component and the application of policies to advance the application of thinking process skills were at the highest level, 2) the element of curriculum development that best fosters thinking process skills was present generally, 3) the evaluation outcomes for learning management to support thinking process skills were at the highest level overall, 4) the assessment's findings on creating a space and a learning environment that encourages the use of all thinking process skills were at the highest level, and 5) students' development of traits that support thinking process skills were at good and very good levels, which represented 88.31% of the total.

Results

1. The six components of the school management strategy that Watjamarom School, which is a part of Roi Et Primary Educational Service Area Office 2, is using to foster thinking process skills are as follows; 1) policies to promote thinking process skills, 2) executive leadership, 3) curriculum to promote thinking process skills, 4) teacher personality and teaching and learning management to promote thinking process skills, 5) student characteristics that promote thinking process skills, and 6) an environment that fosters thinking process skills, where peer-reviewed results were found to be the most appropriate.

2. The Watjamarom School, studied current conditions, desirable conditions, and the need to develop a school management model to promote thinking process skills. The results showed that the current condition overall was at a moderate level, and the desirable condition overall was at a high level.

3. Watjamarom School management approach to thinking process skills together with; 1) management and policy implementation to promote thinking process skills into practice, 2) curriculum development that promotes thinking process skills, 3) learning management to promote thinking process skills, 4) the provision of an environment and a learning center that promotes thinking process skills, and 5) the aspect of developing student characteristics that promote thinking process skills. The model was evaluated by specialists, and the findings showed that it was appropriate overall at the highest level in terms of feasibility, appropriateness, usefulness, and accuracy requirements, it was found to be at the highest level in all items, and the results of manual evaluation performed according to the model It was found that it was appropriate at the highest level.

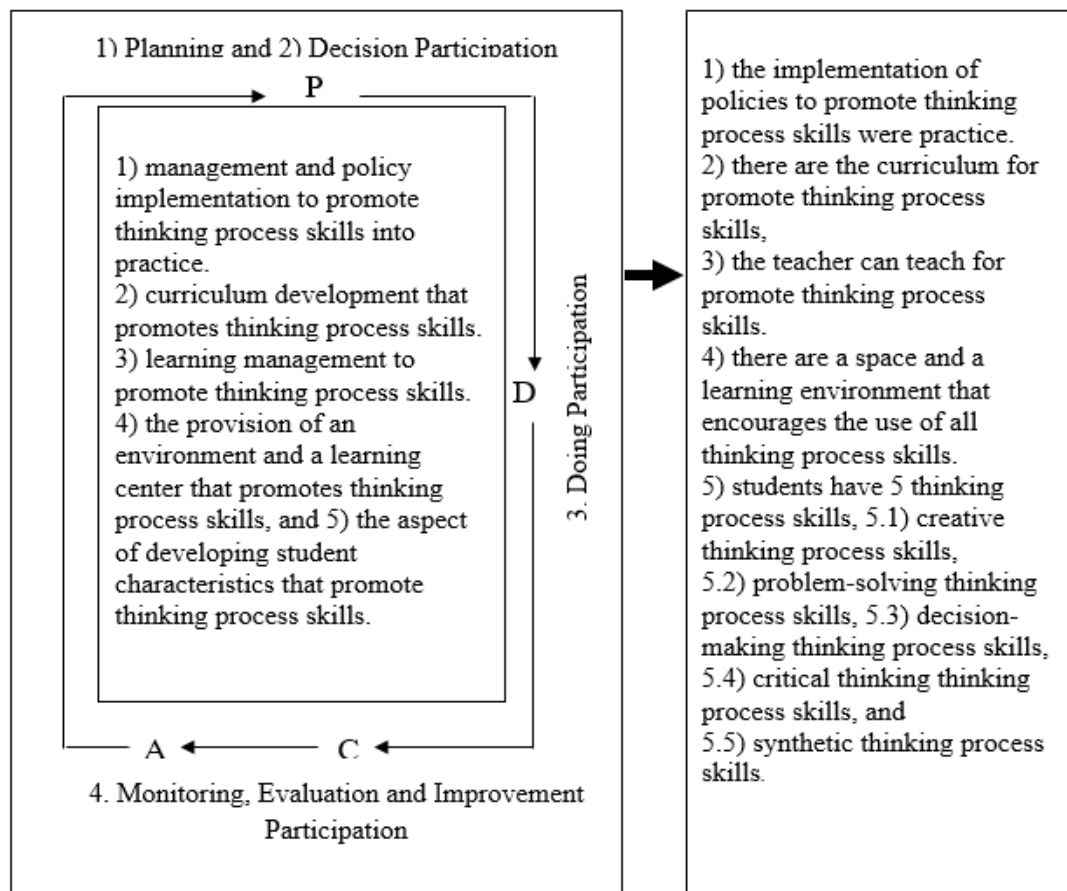


Figure 1 Model to Promote Thinking Process Skills of Watjamarom School under the Roi Et Primary Educational Service Area Office

4. The results of applying the model revealed that; 1) overall, the management component and the implementation of policies to advance the application of thinking process skills were at the highest level, 2) the element of curriculum development that best fosters thinking process skills was present generally, 3) the evaluation outcomes for learning management to support thinking process skills were at the highest level overall, 4) the assessment's findings on creating a space and a learning environment that encourages the use of all thinking process skills were at the highest level, and 5) students' development of traits that support thinking process skills were at good and very good levels, which represented 88.31% of the total.

Discussions

The researcher has the following topics to discuss based on the research findings;

1. The six components of the school management model that Watjamarom School, which is a part of Roi Et Primary Educational Service Area Office 2, is using to foster thinking process skills are as follows; 1) policies to promote thinking process skills, 2) executive leadership, 3) curriculum to promote thinking process skills, 4) teacher personality and teaching and learning management to promote thinking process skills, 5) student characteristics that promote thinking process skills, and 6) an environment that fosters thinking process skills, where peer-reviewed results were found to be the most appropriate. Since the researcher had

carried out the study and studied pertinent research papers to obtain components of a school management model to promote thinking process skills that are appropriate for the context of Watjamaron School, the results of the examination by qualified experts revealed that it was the most appropriate for all components, and in line with all 5 thinking process skills, namely creative thinking process skills, problem-solving thinking process skills, decision-making thinking process skills, critical thinking process skills, and synthetic thinking process skills.

2. The Watjamaron School, which is a part of Roi Et Primary Educational Service Area Office 2, studied current conditions, desirable conditions, and the need to develop a school management model to promote thinking process skills, discovered that the overall ideal condition was at a high level, the policy to enhance thinking process skills was at a low level, and the overall existing state was at a moderate level. The student qualities that encourage thinking process skills were also the most important factor, followed by the environment, learning The Watjamaron School, studied current conditions, desirable conditions, and the need to develop a school management model to promote thinking process skills. The results showed that the current condition overall was at a moderate level, and the desirable condition overall was at a high level. This is consistent with the results of the study of Thanyarat Uttho (2016) which found that the school administration conditions to promote students' critical thinking found that the educational institute administration conditions to promote critical thinking of elementary school students were generally at a high level, and when considering each aspect, all 6 aspects were at a high level, ranked in descending order of average scores, namely 1) educational institution curriculum preparation, 2) atmosphere and environment arrangement, 3) supervision. Supervision, monitoring and evaluation, 4) vision policy setting, 5) thinking development, and 6) resource support and personnel development respectively.

3. Watjamaron School management approach to thinking process skills together with; 1) management and policy implementation to promote thinking process skills into practice, 2) curriculum development that promotes thinking process skills, 3) learning management to promote thinking process skills, 4) the provision of an environment and a learning center that promotes thinking process skills, and 5) the aspect of developing student characteristics that promote thinking process skills. According to the evaluation findings of the model's appropriateness, usefulness, utility, and validity criteria, the overall evaluation by experts revealed that the model was appropriate at the highest level. All elements were determined to be at the highest level, and the manual evaluation's findings in accordance with the model were also discovered to be at the highest level. According to Rodyhu (2018) findings which indicated that the development model for thinking schools included 8 components, in particular component 1: educational policy, is a method of education management that encourages the growth of thinking process skills in managers and practitioners at all levels, by applying policies to create schools of comparable quality, students are not required to take exams to study at different levels, component 2: executive leadership is a quality of administrators that exhibits the capacity to influence instructors and all other parties to collaborate, possess knowledge, competence, and leadership in order to achieve objectives, component 3: teacher leadership is the capacity to fulfill the duty of a teacher, assist students' growth in accordance with their potential, and serve as an excellent role model for academic leadership, component 4: a thinking-promoting teaching style It is a quality in a teacher that fosters the growth of pupils' critical thinking abilities, as well as their self-confidence, love and compassion for all of their students, component 5: parenting It is a technique for educating and shaping children of parents in order to produce valuable contributors to society, to instill in them self-control and a sense of responsibility for both their own well-being and that of the larger community, and to maximize natural growth, component 6: pupils' cognitive capacities in accordance with their age, discipline, desire in learning, and joyfully adapted social behavior are characteristics of students that enhance thinking, component 7: curriculum that promotes thinking is the creation

of a curriculum that encourages student thinking in accordance with the learning development of students in accordance with their ages, responds to individual differences, does not focus on content, requires less time to learn, and organizes learning to motivate students to practice a variety of thought process skills, and component 8: an atmosphere that is conducive to learning and safe, with media and technological tools that are learning resources that facilitate the learning process as well as encourage the development of thinking skills that will be useful in successfully navigating the 21st century, is what is meant by an environment that is conducive to learning, which all 8 components can explain the development to a thinking school at 64.70 percent.

4. The results of applying the model revealed that; 1) overall, the management component and the implementation of policies to advance the application of thinking process skills were at the highest level, 2) the element of curriculum development that best fosters thinking process skills was present generally, 3) the evaluation outcomes for learning management to support thinking process skills were at the highest level overall, 4) the assessment's findings on creating a space and a learning environment that encourages the use of all thinking process skills were at the highest level, and 5) students' development of traits that support thinking process skills were at good and very good levels, which represented 88.31% of the total. This is in line with the results of Prachan (2017) study which proposed guidelines for implementing an administrative model to develop innovative thinking skills of teachers in basic education institutions for successful implementation, consisting of;

1) Create a clear vision and innovative plan that will serve as the policy of educational institutions for the advancement of teachers' capacity for innovative thought.

2) Establishing an administrative structure for a horizontal educational institution with open communication between all parties in order to foster an environment that will encourage the growth of innovative thinking abilities and the establishment of networks for innovation.

3) In order to foster the creative problem-solving abilities of teachers in institutions of basic education, school administrators research and comprehend management theories and compare them to existing practices.

4) The educational institution action plan should include a project to help instructors at educational institutions strengthen their innovative thinking abilities.

5) The management model research results were given to the teacher meeting by the school administrators in order to help instructors in basic education schools improve their capacity for creative thought.

6) In addition to fostering knowledge, understanding, materials, equipment, and educational technology in order to further develop innovative thinking skills, school administrators and staff members speed up the implementation of the policy, they also educate each school staff member to foster understanding and positive attitudes.

7) The management encourages the capacity of individuals for innovative efficiency through a range of approaches, emphasizing team learning, raising teacher morale by offering positive reinforcement, and holding an invention competition for instructors to enjoy.

8) According to the preparedness and appropriateness of educational institutions, educational institution administrators encourage and assist educational staff to assume the roles and obligations that are consistent with their policy-based tasks.

9) Establish agreements, positions, powers, and duties so that everyone can work together to gather the information they need. Arrange study tours so that everyone can learn about other schools' management styles.

The creation of a management model for schools to encourage the use of the thought process Students at Watjamarom School, which is a part of Roi Et Primary Educational Service Area Office 2, will be assisted in developing their thinking process skills as part of an educational

strategy to support the growth of thinking process skills to create a high-quality school. There are many ways for students to study, supporting their interests and aptitudes, promoting equality, fostering autonomous growth, and equipping them with the knowledge and skills they need to thrive in the society of the twenty-first century.

Conclusion and suggestions

There are recommendations for using the results of this research and recommendations for further research;

1. Suggestions for applying the research results

1.1 School administrators and those involved should study the school management model to foster thinking process skills of Watjamarom School, which is a part of Roi Et Primary Educational Service Area Office 2, for thorough understanding, before implementing the system in their educational institutions, by emphasizing understanding the components as the drivers of work, if school administrators understand until they can be applied in the school will suffer.

1.2 Administrators should constantly promote knowledge of the value of school management models among teachers, students, and everyone else involved. This will help to foster thinking process skills that can be applied to study trips to schools that have best practices.

1.3 In order to grow instructors, students, and everyone else involved in the school, the model must be operated in accordance with the handbook for all processes. As a result, the school management strategy to encourage cognitive skills is appropriate for the environment of the school.

1.4 The Primary Educational Service Area Office should encourage its schools to adopt a school management model to promote thinking process skills of Watjamarom School, which is a part of Roi Et Primary Educational Service Area Office 2 have been adapted according to their own context.

2. Suggestions for further research

2.1 A study and research should be done on people development models for setting up educational activities to encourage students' ability to think critically.

2.2 A research study should be conducted to compare the outcomes of utilizing the school administration model to foster cognitive skills with those of other administrative philosophies in order to use the findings to make the school administration model more effective.

New knowledge and the effects on society and communities

The findings of this research indicate that everyone involved in education administrators, teachers, students, parents, and the community is considered to be contributing to the advancement of the issue. This research also suggests a framework for planning learning activities to foster thinking process skills. Particularly, both inside and outside of the school, the setting is acceptable. The development of thinking is influenced by both internal and external environments. This is true in the classroom, where students can display their work on question boards and portfolio boards, where the environment must be free from outside noise, where the lighting is appropriate for learning, and where a study corner is available for independent study time. Additionally, community resources from outside the school are crucial to fostering self-education, these resources include developing a learning environment for instructors in both teaching and learning, such as through planning community-based activities that stretch students' intellectual limits.

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