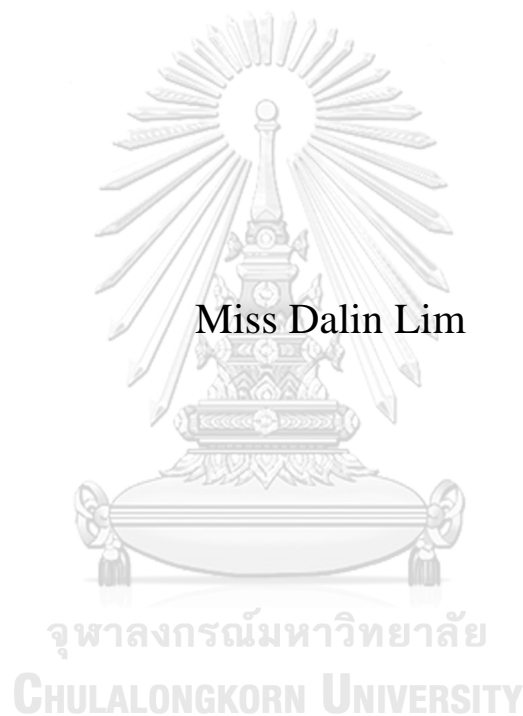


**APPROACHES FOR DEVELOPING MANAGEMENT
TOWARDS EXCELLENCE OF SCHOOLS IN BANTEAY
MEANCHEY BASED ON THE CONCEPT OF CREATIVE
SELF-EFFICACY**



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Educational Management
Department of Educational Policy, Management, and Leadership
FACULTY OF EDUCATION
Chulalongkorn University
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แนวทางพัฒนาการบริหารสู่ความเป็นเลิศของโรงเรียนในจังหวัดบันเตียเมียนเจยตามแนวคิดการ
รับรู้ความสามารถของตนเองเชิงสร้างสรรค์



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BANTEAY MEANCHEY BASED ON THE
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ดาติน ลิ้ม : แนวทางพัฒนาการบริหารสู่ความเป็นเลิศของโรงเรียนในจังหวัดบันเตียเมียนเจยตามแนวคิด
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษากรอบแนวคิดการพัฒนาการบริหารสู่ความเป็นเลิศของ
โรงเรียนในจังหวัดบันเตียเมียนเจยตามแนวคิดการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์ 2) ศึกษาความต้องการ
จำเป็นของการพัฒนาการบริหารสู่ความเป็นเลิศของโรงเรียนในจังหวัดบันเตียเมียนเจยตามแนวคิดการรับรู้
ความสามารถของตนเองเชิงสร้างสรรค์ และ 3) นำเสนอแนวทางพัฒนาการบริหารสู่ความเป็นเลิศของโรงเรียนใน
จังหวัดบันเตียเมียนเจยตามแนวคิดการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์ การศึกษาใช้ระเบียบวิธีแบบ
บรรยาย ตัวอย่างที่ใช้ในการวิจัยคือ โรงเรียนมัธยมศึกษาตอนปลายของรัฐในจังหวัดบันเตียเมียนเจย จำนวน 28 แห่ง
ได้จากการสุ่มตัวอย่างแบบง่าย ผู้ให้ข้อมูลประกอบด้วย ผู้อำนวยการ รองผู้อำนวยการ และครูผู้สอน ทั้งหมด
จำนวน 215 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถามและแบบประเมินผล สถิติที่ใช้ในการวิเคราะห์ข้อมูล
ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ยเลขคณิต ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ดัชนีความต้องการจำเป็น และการ
วิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า 1) กรอบแนวคิดการพัฒนาการบริหารสู่ความเป็นเลิศของโรงเรียนประกอบด้วย การนำ
องค์กร กลยุทธ์ นักเรียนและผู้มีส่วนได้ส่วนเสีย การจัดการ การวิเคราะห์ และการจัดการความรู้ บุคลากร การ
ปฏิบัติการ และผลลัพธ์ กรอบแนวคิดของการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์ประกอบด้วย การรับรู้
ความสามารถของตนเองและการแสดงความสามารถของตนเองอย่างสร้างสรรค์ 2) การพัฒนาการบริหารสู่ความเป็น
เลิศของโรงเรียนในจังหวัดบันเตียเมียนเจย มีความต้องการจำเป็นสูงสุดในการพัฒนาด้านเกณฑ์การวัด การวิเคราะห์
และการจัดการความรู้ ในขณะที่ด้านการนำองค์กรมีความต้องการจำเป็นต่ำสุด 3) แนวทางพัฒนาการบริหารสู่ความ
เป็นเลิศของโรงเรียนในจังหวัดบันเตียเมียนเจยเพื่อส่งเสริมนักเรียนให้มีการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์
ประกอบด้วย 5 แนวทางหลัก ได้แก่ 3.1) สร้างบรรยากาศการเรียนรู้แบบร่วมมือรวมพลังให้นักเรียนและผู้มีส่วนได้
ส่วนเสียเข้ามามีส่วนร่วม 3.2) ส่งเสริมบริบทการสอนเพื่อการเรียนรู้มากกว่าการสอนเพื่อทดสอบ 3.3) ออกแบบ
แผนกลยุทธ์ที่มุ่งสู่นาคตในการเสริมสร้างความคิดสร้างสรรค์ 3.4) ออกแบบกระบวนการทันสมัยใหม่ของการพัฒนา
วิชาชีพครู และ 3.5) ปลุกฝังความเป็นผู้นำที่ขับเคลื่อนด้วยนวัตกรรมในการสร้างการเปลี่ยนแปลง

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ลายมือชื่อนิติสด

ปีการศึกษา 2564

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Dalin Lim : APPROACHES FOR DEVELOPING MANAGEMENT TOWARDS EXCELLENCE OF SCHOOLS IN BANTEAY MEANCHEY BASED ON THE CONCEPT OF CREATIVE SELF-EFFICACY. Advisor: Assoc. Prof. CHAYAPIM USAHO, Ph.D. Co-advisor: NIPACHCHA ROJRATANAVANIT, Ph.D.

The purposes of this study were to 1) study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, 2) study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, and 3) propose approaches for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. The study employed descriptive research approaches. The study sample was the 28 public high schools in Banteay Meanchey province. They were selected using simple random sampling. The informants consisted of directors, deputy directors, and teachers; in total, 215 people. The research instruments used in the study were questionnaires and evaluation forms. The collected data was analyzed using Frequency, Percentage, Mean, Standard Deviation, Modified Priority Need Index (PNI_{modified}), and Content Analysis.

The findings revealed that 1) The conceptual framework for developing management towards excellence of schools was composed of Leadership; Strategy; Students and Stakeholders; Management, Analysis, and Knowledge Management; Workforce; Operational; and Results. The conceptual framework of creative self-efficacy was composed of creative thinking self-efficacy and creative performance self-efficacy. 2) The highest priority needs for developing management towards excellence of schools was rated on the Measurement, Analysis, and Knowledge Management criterion, while the lowest priority needs was rated on the Leadership criterion. 3) There are five main approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: 3.1) Establish a welcoming climate for students' and stakeholders' engagement, 3.2) Foster the context of Teach for Learn more than Teach for Test, 3.3) Design future-focused strategic plan to bring about nurturing creativity 3.4) Design the new paradigm of teacher professional development, and 3.5) Cultivate innovative-driven leadership to foster change and execute the current status quo.

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Student's Signature
Advisor's Signature
Co-advisor's Signature

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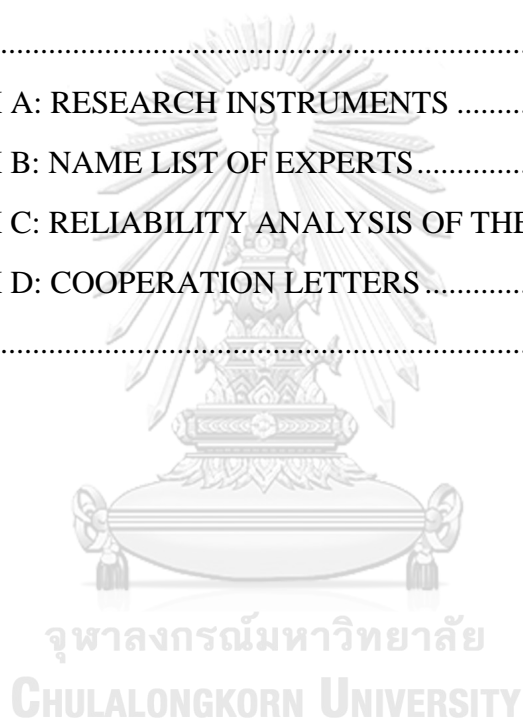
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CHAPTER 1

INTRODUCTION

1.1. Rationale and Problem Statement

In the third decade of the 21st century, things have changed and competed to make nobody be able to assure what the world will be like in the future. New and diverse opportunities and challenges have been raised to bring ways of living and working complicatedly shifted. In the everyday-changing and complicated world, content knowledge is not enough for individuals to facilitate and answer reasonably to any situation anymore (Stephanie Rip, 2019) because the problem needs something more than acceptable and reasonable- the ability to think and perform creatively becomes a necessary additional required skill (James, 2015; Tan & Majid, 2011). Sir Ken Robinson, educational expert, stated that "Creativity is as important now in education as literacy"; it is not a luxury but a needed skill for work and learning in today's world (Kaufman & Sternberg, 2019) and in an unpredicted future (World Economic Forum, 2018). Educational institutions need to equip students with the skill to help them respond creatively to new and uncertain challenges, be conscious of ongoing change, and deal with unpredictable change using different thinking patterns (Alzoubi et al., 2016). Creativity has become a core competency that is valued (Pllana, 2019) and caught the attention (Stephanie Rip, 2019) of K-12 education around the globe; Cambodia has highlighted creativity as a cornerstone in their formal education (Bolden et al., 2020; Craft, 2010; Fullan & Langworthy, 2014; MoEYS, 2015). Creativity applies to people, products, ideas, places, or even processes (Stephanie Rip, 2019). However, it is not enough for the education system to develop creativity only since Creative self-efficacy and creativity do have close connection.(Colquitt and Simmering,1998, as cited in Ghafoor et al. (2011). Creativity and creative self-efficacy are required skills to enter the world of work (Smith, 2022). Creative self-efficacy is the main predictor of creativity (Kelley & Kelley, 2013) and a crucial component of being creative-driven (Pretz & Nelson, 2017). Creative self-efficacy but really not general self-efficacy is significantly correlated with rated creativity (Pretz & Nelson, 2017). The study found that creative self-efficacy must be cultivated to harness people's creativity (Beghetto, 2007).

Creative self-efficacy is a belief in individual's potential to generate innovative outcomes (P. Tierney & S. M. Farmer, 2002). It is a flexible construct that can vary when characteristics individual's self, individual's task, and one's interaction do.(Tierney & Farmer, 2011). Creative self-efficacy refers to people's faith in their ability to be creative rather than fundamental knowledge or information. The skill works as belief motivates people to work hard and continue creative endeavors (Gong et al., 2020). Research from the classroom and workplace explored creative self-efficacy as a critical forerunner of people's creative effort and performance (Mathisen

& Bronnack, 2009). Creative self-efficacy but not general self-efficacy was significantly correlated with Rated creativity (Pretz & Nelson, 2017). Nothing will be developed or applied to become an invention if it lacks belief in one's ability to work creatively (MEINEL, 2012). When people believe they can achieve a creative outcome, they will see a positive link between effort and creative development, and they are thus willing to exert effort and persist. By contrast, individuals who do not believe that they can produce a creative outcome will not challenge the routine, explore new knowledge, or brainstorm new solutions for any creativity. As a result, developing students' creative self-efficacy is necessary and a priority to increase students' creativity in the now fast-developing world.

Recently, studies found that creative self-efficacy is required for students who need to pursue additional education and eventually their jobs to inspire their motivation and deep thought and break down boundaries (Smith, 2019a). More importantly, creative self-efficacy helps students develop a creative skill that guides the potential growth that inspires change, continued advancement, and creativity in working procedures and learning behavior (Lee & Kemple, 2014; Mathisen, 2011b). A high creative self-efficacy makes students more self-assured and see problems and obstacles as challenges (Sangsuk & Siriparp, 2015). By contrast, Low levels of creative self-efficacy will make people less reactive to the abilities and attitudes needed for creative engagement, less inspired to engage in the creative processes, and consequently less effective in their creative activities (Stephanie Rip, 2019). Thus, enhancing students' creative self-efficacy is fundamental in school education to empower and improve students' creativity in education, life, and work. What would be the most efficient approach to foster students' creative self-efficacy in the school environment?

The study found out that the connection between education and creative self-efficacy is meaningful (Stephanie Rip, 2019). To promote creative self-efficacy in school, creative teaching and instruction for creativity must be included (Nemeržitski & Heinla, 2020). Moreover, teachers' efficacy and creative self-efficacy to conduct the response teaching method are also influenced (Çayırdağ, 2017; Dilekli & Tezci, 2016). Not only teachers teaching method, students' creative self-efficacy was also influenced by the classroom environment (Tan, 2012); school quality, creative activity, fluency (Karwowski, 2015b); and family environment (Wang et al. (2009) cited in Tang et al. (2017). Team structure, organizational goals and support, and leadership styles also determine their impact (Puente-Díaz, 2016). Based on these research findings, promoting students' creative self-efficacy is not entirely dependent on teachers but on effective school management that effectively leads all the related factors together to work towards the same set goal. The educational system that aims to develop students' creative self-efficacy and creativity needs to show an excellent school management system that engages all relevant stakeholders (school vision, principal, teachers, students, parents, etc.) involved in the development. What should

school management prepare for such excellent management to increase students' creative self-efficacy? How can schools in Cambodia effectively manage the school management system to promote students' creative self-efficacy while the schools' administration in Cambodia contains a low level of stakeholders engagement and school management (Ousa Chao (អ៊ូសា ច្វោ), 2018)?

Cambodia, a developing country, aims to move into an upper-middle-income nation in 2030 and a developed country by 2050 (Royal Government of Cambodia, 2019). Seeking to move towards a developed country, MoEYS Cambodia (2015) has linked 21st-century core competencies into the K-12 curriculum development to equip students with knowledge, skills, and attitude to support students' everyday life, workforce, and economic growth. MoEYS aims to build human capital that are educated, productive, talented, skillful, creative, inventive, and entrepreneurial (MoEYS, 2019). While creativity and innovation are listed as core competencies to be promoted in Cambodian students for their better life and the country's economic growth, it represents the necessity of taking into account developing excellent school management to foster students' creative self-efficacy in the country's special economic zone, like Banteay Meanchey_ the province of Cambodia that shares the border between Cambodia and Thailand. Banteay Meanchey facilitates commercial operations and the development of the economy, commerce, and tourism between the two nations (Cambodia- Thailand). Many businesses run under the cooperation between people in Banteay Meanchey and the Thai people. Not only the business operation but also work opportunities. Some Banteay Meancheyers, including secondary school students, cross the border to this modern Thailand to search for work (Pov et al., 2021) and education. People in the province encounter life and work influenced by two different nations. That is why it is necessary to develop creative self-efficacy of people, especially students, to get them flexible and confident enough to face new challenges in their living, job opportunities, and quality of work. With the aim to promote creative self-efficacy, studies found that individuals' creative self-efficacy develops around ten (Karwowski, 2015a; M Karwowski & B Barbot, 2016), yet it decreases as people grow (Beghetto et al., 2011). How should excellent school management work foster students' creative self-efficacy when they grow?

Along with the above review and appeared questions, it brings me, as a researcher, interested in doing a research study under the topic “Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy.”

1.2. Research Questions

1.2.1. What is the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy?

1.2.2. What is the priority of needs for developing management towards excellence of schools in Banteay Meanchey based on creative self-efficacy?

1.2.3. What are the approaches for developing management towards excellence of schools in Banteay Meanchey based on creative self-efficacy?

1.3. Research Objectives

1.3.1. To study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

1.3.2. To study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

1.3.3. To propose approaches for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

1.4. Operational Definition of Key Terms

Self-efficacy refers to the belief student has in his/her own ability to meet the challenge ahead and complete the task successfully.

Creative self-efficacy refers to the belief student has in his/her own ability to produce or perform the given task and persist the difficulty creatively to make novel and valuable ideas, process or product. Creative self-efficacy consists of creative thinking and creative performance self-efficacy.

Creative thinking self-efficacy refers to the belief student has in his/ her own ability to think of original and innovative thinking and solutions. It consists of fluency, flexibility, elaboration, and originality self-efficacy.

Fluency self-efficacy refers the belief student has in his/ her own ability to generate a variety of reasonable ideas or solutions, reach various conclusions, have a good imagination, and consider multiple responses to a challenging task or circumstance.

Flexibility self-efficacy refers to the belief student has in his/ her own ability to come up with various answers or responses; reply to a topic or problem in multiple ways, within each original and unique form; and think of different ideas while working on an issue.

Elaboration self-efficacy refers to the belief student has in his/ her own ability to make a wild idea sound normal and logical by linking it with the knowledge he or she has learned and to tell others about his/her dreams.

Originality self-efficacy refers to the belief student has in his/ her own ability to be the first in a group or class to develop a novel solution, think of fresh noteworthy ideas before others, and come up with ideas others have not.

Creative performance self-efficacy refers to the belief student has in his/ her own ability to express his/her creative performance. It consists of a field, personality, and persistence self-efficacy.

Field self-efficacy refers to the belief student has in his/ her own ability to create a creative idea or something that others will choose and persuade others that his/her idea, concept, or product is the most excellent fit.

Personality self-efficacy refers to the belief student has in his/ her own capacity to drive him/herself to come up with new ideas, enjoy unique views he/she learned from others, and keep thinking about things even after he/she has spent much time on them.

Persistence self-efficacy refers to the belief student has in his/ her own capacity to retain a strong desire to acquire knowledge, teach him/herself new things and check the development regularly, and persistence in the face of challenge or negative feedback.

Management towards excellence refers to the management process of school that enable school to obtain superior performance and a quality education system for students, parents, and the whole community. Management toward excellence consists of seven criteria as leadership; strategy; customers (students and stakeholders); measurement, analysis, and knowledge management; workforce (teachers and educational staff); operations; and results

Leadership refers to senior leadership, and governance and school contribution to the society around.

Senior Leadership refers to the ways the school director leads the school processes (setting vision, mission, school activity or program, etc) toward the set goal and increases students learning outcomes.

Governance and societal contribution refer to the ways school director manages the school processes and make some contribution or involvement with the society around the school.

Strategy refers to school strategy development and implementation

Strategy development refers to the ways the school director leads the process of setting school strategic objective and development plans

Strategy implementation refers to the ways the school director implements, monitors, and evaluates the school strategies and plans to achieve the school vision.

Customers (students and stakeholders) refers to students and all stakeholder expectations and engagement

Students and stakeholder expectations refers to the ways school director listens to students' and stakeholders' opinions and needs, and uses the data or information to develop the response strategy and action plans

Students and stakeholder engagement refers to the ways school director builds a good relationship with students and stakeholders to get their satisfaction and engagement in the school processes and learning activities

Measurement, Analysis, and Knowledge Management refers to the measurement, analysis, and improvement of school performance; and information, knowledge, and technology management.

Measurement, analysis, and improvement of school performance refers to the ways the school director measures and analyzes school performance and resources to meet the need of teachers, educational staffs, and school operations

Information and knowledge management refers to the ways school directors use the digital platform to manage and update the school's information, knowledge, and technology system

Workforce (Human Resource) refers to teachers and educational staff working environment and engagement

Teacher and educational staff's working environment refers to the ways school director develops the knowledge and skill of teachers and educational staff to respond to the need of teaching in the 21st century and industrial revolution 4.0.

Teacher and educational staff engagement refers to the ways school director promote teachers and educational staff engagement in school development and high-performance processes.

Operations refers to the work process and operational effectiveness.

Work process (support and improvement process) refer to the ways school director leads the day-to-day work operation to respond to the school vision.

Operational effectiveness refers to the ways school director uses to ensure effective management and a safe school environment.

Results refers to the results of school's performance and improvement in all parts. It focuses on the results of student learning, student and stakeholder engagement, teacher development and engagement; leadership and governance; and budget and financial.

Schools refer to the public high schools or secondary schools in Banteay Meanchey that are opened for students from grades 7 to 12.

1.5. Conceptual Framework

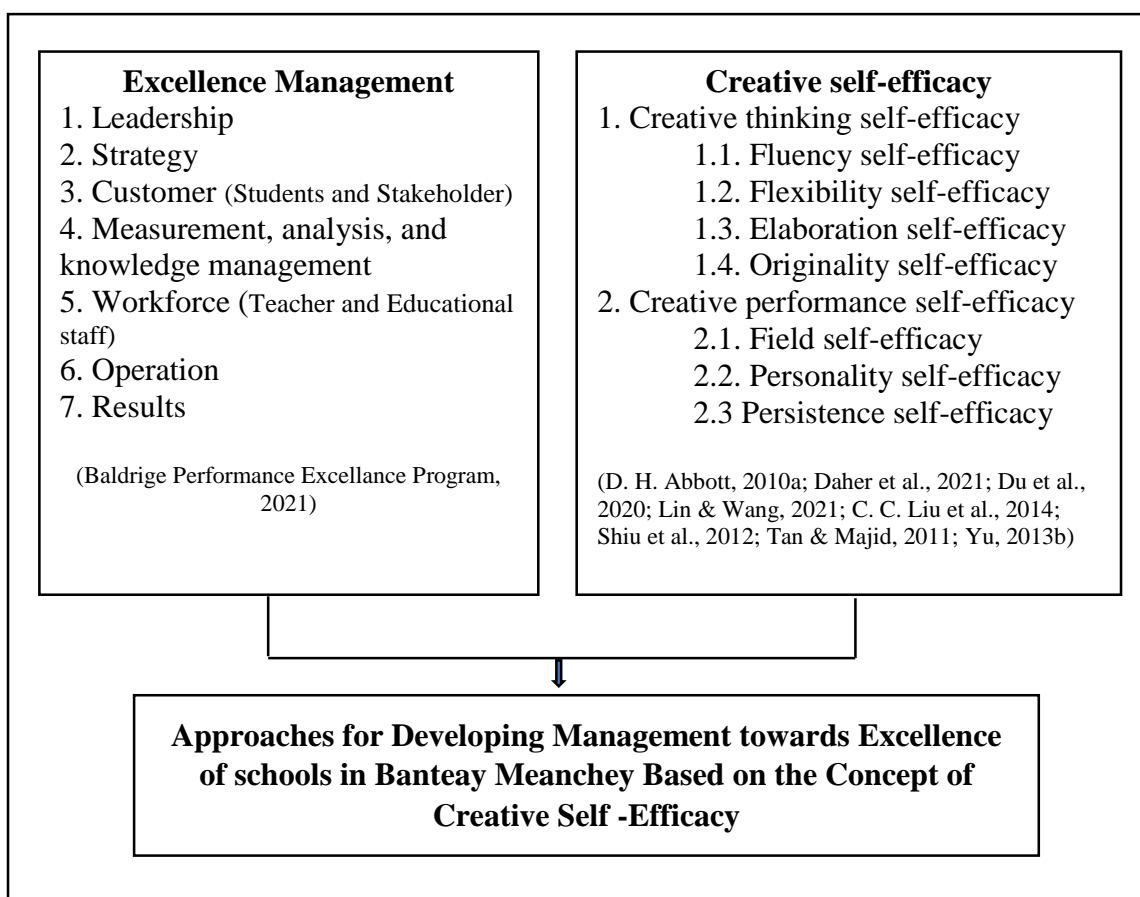


Figure 1: Conceptual Framework

1.6. Scope of the Study

1.6.1. Scope of Contents

The study determined and investigated the excellent management of schools in Banteay Meanchey based on the concept of creative self-efficacy. It was conducted in educational institutions (secondary schools) under the Provincial Department of Education, Youth, and Sports of Banteay Meanchey. Also, the research worked on two dimensions of creative self-efficacy: creative thinking self-efficacy (fluency self-efficacy, flexibility self-efficacy, elaboration self-efficacy, and originality self-efficacy) and creative performance self-efficacy (field self-efficacy, personality self-efficacy, and persistence self-efficacy). The Criteria for Performance Excellence (Education) that were included in the study were Leadership; strategy; students and stakeholders; measurement, analysis, and knowledge; workforce; process; and results (student learning and process results; customer results; workforce results; leadership and governance results; and budgetary, financial, market, and strategy results).

1.6.2. Scope of Population

The population of the study were the 30 high schools in Banteay Meanchey, Cambodia. By using the Yamane table, the sample of the study were 28 high schools in the province. All the sample high schools are opened to students from grades 7 to 12.

1.6.3. Scope of Time

The research study was conducted from July 2021 to May 2022.

1.7. The Expected Results

1.7.1. Students can increase confidence in producing a novel or creative problem-solving in their learning, daily lives, and future workforce to develop themselves and the country's economies.

1.7.2. Teachers can improve their ability in leading creative teaching and teaching for creativity to promote students' creative self-efficacy and creativity in a fast-changing world and the future workforce.

1.7.3. Students and parents are satisfied with the school management processes and provide more support and involvement in schools.

1.7.4. School principals can use the approaches to define school strategies, action plans, and evaluation systems; and strengthen teacher development and customer relation for developing students' creative self-efficacy and creativity for a robust future workforce.

1.7.5. Provincial department of education can use the approaches for managing and defining training courses to develop creative teaching and teaching for creativity to enhance students' creativity.

CHAPTER 2

LITERATURE REVIEW

This chapter contains a review of literature related to the concept, theories, and previous research studies on creative self-efficacy and management towards excellence of schools. The literature view has been grouped as the following,

- 2.1. Creative Self-Efficacy
 - 2.1.1. Concept of Creative Self-Efficacy
 - 2.1.2. Dimensions of Creative Self-Efficacy
 - 2.1.3. Importance of Creative Self-Efficacy
 - 2.1.4. Factors for Developing Creative Self-Efficacy
- 2.2. Excellence Management
 - 2.2.1. Concept of Management Towards Excellence
 - 2.2.2. Importance of Management Towards Excellence
 - 2.2.3. Models of Management Towards Excellence
- 2.3. Education in Cambodia and Banteay Meanchey province
 - 2.3.1. Education System in Cambodia
 - 2.3.2. School Management Guidelines
 - 2.3.3. Situation and Schools in Banteay Meanchey
- 2.4. Related Research Studies
 - 2.4.1. Research study related to Creative Self-Efficacy
 - 2.4.2. Research study related to Management Towards Excellence of Schools

2.1. Creative Self-Efficacy

Creative self-efficacy is the skill that links both creativity and self-efficacy of people. An individual's self-efficacy on general or common things is not creative self-efficacy. To clearly understand creative self-efficacy, one needs to know what creativity and self-efficacy are and how the two are related and essential.

2.1.1. Concepts of Creative Self-Efficacy

1) Creativity and Its Importance

Creativity is the ability to create novel and valuable work (Sternberg & Lubart, 1999). It is about creating a new, original and applicable product in a particular situation that a person encounters (Davis, 2018). Creativity is not extraordinary but necessary because it is a significant skill for various functional sectors and business types (Farmer, 2010). In various contexts, creativity has been linked to innovation and used interchangeably with innovation to refer to the creation and implementation of new concepts. Ordinary creativity is found in everyday life and develops in important novels, performances, scientific advancements, and artwork (Amabile, 2011). Clapham (2003) suggested that it is undeniable that the process of innovation is inextricably connected to creativity.

Amabile (2011) defined creativity as generating innovative and acceptable ideas or outcomes for a specific objective. It is the creation of an original and appropriate answer, product, or solution to a problem with no real answer. It mainly involves novelty and utility (Cheng et al., 2012). Creativity benefits the economy, the person, society, and education (Saebø et al., 2007).

Also, the World Creativity and Innovation Week celebrated from 15-21 April illustrated that creativity is the people's mindset, skillset, and toolset. It is a tool for handling complex. It incorporates coming up with a lot of ideas, seeking novelty, postponing judgment, and building off the people's viewpoints. Creativity goes beyond just people's first correct answer and discovering the second, third, or 124th.

Kaufman and Beghetto (2013) divided creativity into four levels,

(1) Big- C (big-picture creativity breakthroughs): Creativity or creative ideas are owned by great artists, scientists, or extraordinary people. This kind of creativity produces recognition and praise as well as frequently transformative works like scientific discoveries, technical breakthroughs, and artistic accomplishments.

(2) Pro-C (expert levels of creativity): It is shown in the profession. Creative people tend to perform better in an organization. These people are talented in their work but do not become well-known for their creations.

(3) Little-C (everyday creativity): It regulates one's creativity in life and daily experiences (ordinary creative thought and action). It promotes problem-solving for day-to-day issues and environmental adaptation.

(4) Mini- C (ordinary interpretive creativity seen in classrooms) describes a person's new and meaningful understanding/knowledge during the learning process and experience. Adults and children experience mini-c creativity, typically the start of more refined creative activity and greater understanding.

Recent research found that many different levels and factors impact individuals' creative performance or creativity. Kaufman and Sternberg (2019) noticed an interaction between the motivation and creativity of each individual as the below process flow (Figure 2).

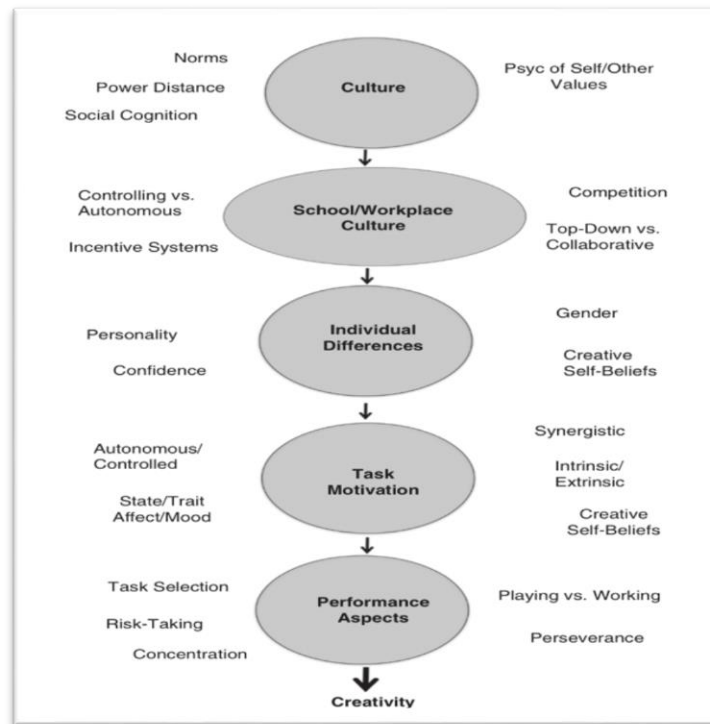


Figure 2: Interrelated forces operating on multiple levels to impact motivation and creativity

Source: Kaufman and Sternberg (2019), page 388

Figure 2 depicts how people's motivation and creative performance are influenced by the cultural setting and norms of their society, workplace, and school. Individual differences related to one's personality, confidence, and creative self-belief, directly impact people's intrinsic and extrinsic drives. Motivational orientation and self-belief in creativity have an impact on one's creativity.

Gallup (2019) addressed that creative work creates new ways of solving problems, facing difficulties, strengthening connections, or making new products or ideas that depend on no formula but discovery thinking. Stephanie Rip (2019) added that creativity's components include environmental factors, skill, disposition, and other related concepts. There will be no creativity unless the support factors are developed and promoted.

With the construct illustrating the relationship between the component of creativity above, Stephanie Rip (2019) explained that creativity is a process carried out by an individual (or a group of individuals) with a set of relevant skills and dispositions in an appropriate situation. Before being broken down into unique, autonomous domain regions, the talents and personalities exist in general terms.

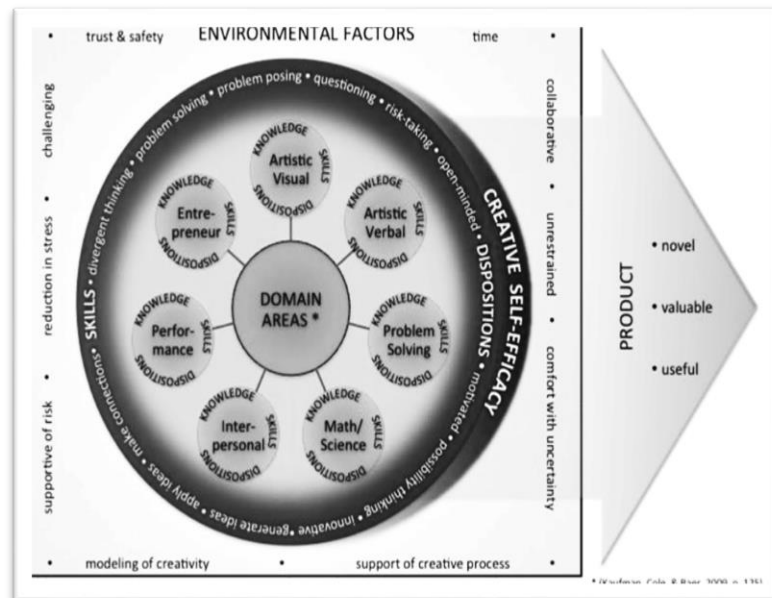


Figure 3: Creative Construct

Source: Kaufman et al. (2009) cited in Rip (2019)

The figure above shows a significant relationship between dispositions and an individual's creative self-efficacy. The parts come together to provide a one-of-a-kind, precious, and practical result. Insight is where creativity begins in mind. This revelation requires other components, such as knowledge and experience, to nurture the idea and apply and generate the concept to attain creative success (Kaufman & Sternberg, 2019). Creativity, without a doubt, is the use of creative thinking in the behavior and ideation of a production line or a product (Liang & Yuan, 2020)

Creativity was thought to be a fixed inborn talent in the ancient past. However, experts now see creativity as a multidimensional construct influenced by natural and nurtured processes. People are born with different levels of creative potential; the contextual circumstances affect how well people's creativity develops (Clapham, 2003). Rogoff (2003) pointed out that learning and apprenticeships are social processes that underpin creative action. The achievement of a mastery objective has an indirect beneficial impact on creativity (Du et al., 2020).

Researchers demonstrated that creative people are adaptable. They link ideas, have an aesthetic sense, find parallels and contrasts, and question the status quo. Moreover, they are unconventional, interested, and inquisitive (Saebø et al., 2007) because they possess a wealth of factual knowledge as well as self-belief (knowing how) and ability in the procession to recognize how the information may be applied (Saebø et al., 2007).

Kasyfi (2021) also illustrated that “creative individuals are imaginative, have a great curiosity, a willingness to explore something unknown, love challenges, are not afraid to try something new, and can understand ambiguity.” As demonstrated by

Based on reviews, creativity is the ability of individuals (students) to envision new approaches to addressing issues, tackling difficulties, establishing connections, or generating goods. Creativity is built on thinking connected to discovery and inquiry, not on a formula.

2) The Components of Creativity

Creativity is influenced by three individual factors (domain-relevant skills, creativity-relevant processes, and task processes) and one factor outside of the individuals (social environment) (Amabile, 2011). Each factor can be described as follows:

The Domain-relevant skills relate to knowledge, competence, professional knowledge, wisdom, and talent in the particular area where the problem-solver is working.

The Creative-relevant processes (creative relevance skills) are related to a cognitive style and personality characteristics conducive to independence, risk-taking, and taking new perspectives on problems and a disciplined work style and skills in generating ideas. The mental processes also include the ability to synthesize information with broader, flexible divisions and break free from perceptual and performance "scripts." Self-control and ambiguity tolerance are among the characteristics.

The Task motivation: task motivation (intrinsic) is a passion that is the desire to complete a task or solve a problem because it is interesting, involving, personally challenging, or satisfying – rather than because of extrinsic motivation such as contracted-for incentives, monitoring, competition, appraisal, or the need to do something in a specific way. Individuals are most creative when driven mainly by the work's interest, delight, fulfillment, and challenge.

The social environment covers all external motivations that impair intrinsic motivation and various additional environmental variables that can either stifle or stimulate intrinsic motivation and creativity—a context of positive challenge in work; collaborative, diversely skilled, and idea-focused work teams. Freedom in carrying out the work; supervisors who encourage the development of new ideas; senior management that promotes innovation through a clear strategic creativity-encouraging vision; and appropriate identification for creative work are all aspects that can increase the expression of creativity.

2.1) Creativity in The Field of Psychology

In the psychology field, creativity comprises many components, Guilford(1968), as cited in (Smith, 2019a). There are four critical structures fluency, flexibility, elaboration, and originality.

Fluency: Fluency is the capacity to generate many ideas; it emphasizes an individual's ability to have quantity over efficiency.

Flexibility: Flexibility is the ability to adjust a person's thinking process easily.

Elaboration: Elaboration allows individuals to add to the knowledge given to them. The person is expected to have as much information as possible.

Originality: Originality is the supply of an outlandish or novel approach or concept, Guilford(1968) cited in (Smith, 2019a).

Cherry (2022) stated that While some people seem to be naturally creative, there are things that people can do to foster their creativity, such as be open to new ideas (open to new experiences and willing to try new things and explore new ideas), be persistent (putting out the time and energy to create something new even when it is difficult to do so) and set out time for creation (set time and devote effort to practice brainstorming, learning, and creating). Some techniques can be used to stimulate creativity, such as taking a walk, rewarding one's self, putting the restriction in place, creating psychological distance, daydreaming, re-conceptualizing the issue, getting emotional, surrounding self with blue, and meditating (Cherry, 2020)

2.2) Creativity in the Field of Education

In education, creativity is viewed as the capacity to create something both novel and necessary (Smith, 2019a). As a first step in the creativity that determines the advancement of education, creativity mainly accelerates the development of the entire economy within a society (Pllana, 2019). Creativity can work as

Creativity as effect (innovative products): creativity is a property of products. There are often tangible and material and frequently take the forms of works of art, musical compositions, or written documents. Although relatively specific, they can also be intangible, such as plans and strategies for solving the problem.

Creativity as a cause (creative people): Creativity is a constellation or cluster of psychological factors that give individuals the capacity or potential to produce products. It is thus a necessary but not sufficient cause for innovative products.

Creativity as interaction (the congenial environment): Creative traits do not express themselves in isolation but within the framework offered by the person's background. The broadly understood atmosphere includes the available resources (both human and material) and the degree of divergence or risk-taking it will tolerate. The quality, quantity, and timing of these factors affect the acquisition (or not) of knowledge and skills needed for creativity, as well as of favorable (or unfavorable) attitudes or motives (Cropley, 2001).

Regarding creativity in schools and classrooms, there are two significant ways teachers and students can be creative. The first is creative teaching, and the second is creative learning. These two are not the same; however, they work to motivate the classroom to produce creativity, not just ideas but processes and products.

Table 1: Different ways teachers and students can be creative in schools and classrooms

Types of creative expression	Brief description	Requirements	Opportunities
Creative teaching	Creative education includes teaching about creativity, teaching for creativity, and teaching with creativity.	Teachers must feel they can teach creatively in their classrooms, understand what it entails, and be willing to take on that role.	There are various chances for creative teaching in schools since integrating creativity and innovative material into a current academic curriculum.
Teaching about creativity	Guiding students in understanding what creativity is (and is not), how it develops in and across many activities and topic areas, and the role creativity plays in learning and life	Understanding the "field of creativity studies" and "examples and activities" emphasizes creative expression in specific academic areas.	Teaching about creativity can occur in almost any subject area by incorporating biographies, case studies, and examples of creative work in the subject area.

Types of creative expression	Brief description	Requirements	Opportunities
Teaching for creativity	Developing pupils' creative potential and achieving creative success.	Understanding methods and techniques to incorporate creative learning activities and experiences into current curricula.	There are several possibilities for students' creative expression throughout the curriculum, ranging from encouraging kids to establish their methods of doing things to projects that allow students to discover and solve their issues.
Teaching with creativity	Innovatively teaching academic subjects.	Knowledge of what is being taught and creative personality traits (e.g., openness, sensible risk-taking, possibility thinking).	Teachers should teach nearly any topic differently. It entails being open to investigating unexpected moments that arise during a class and creating opportunities for creative expression.
Creative learning	Individual and sociocultural processes lead to new and personally meaningful understandings of oneself and others.	Students can develop, discuss, and participate with multiple methods of learning the subject matter in a classroom setting.	Creative learning may take place in almost any subject.
Creativity-in-learning	It focuses on how individuals build their comprehension of new academic subject matter through the creative process.	Students require chances and assistance to connect with the academic subject matter in ways that encourage new and personal knowledge.	As long as the students' concepts or experiences are sufficiently unique, creativity in learning may occur in any academic area and with nearly any topic.

Types of creative expression	Brief description	Requirements	Opportunities
Learning-in-creativity	Students are encouraged to discuss and test their new and relevant understandings with their instructors and classmates.	Students require chances to share and test their newly acquired and personally meaningful knowledge with others. Teachers and peers must be willing to interact with new or unusual ideas, insights, and understandings.	Learning-in-creativity can occur when teachers have the time and willingness to explore different perspectives (i.e., not feeling too pressured to cover topics and quickly move on). Students have the confidence, willingness, and understanding of when it might be most beneficial to share their unique perspectives.

In teaching for creativity in a K-12 classroom, teachers must think about their curriculum and use curricular time in new ways. Teachers must perceive those creative insights and expressions in students' everyday learning of core learning in the curriculum. That is why it is essential to contribute to building up a positive learning experience at schools (Kaufman & Beghetto, 2009). It occasionally involves collaborating with outside specialists and community members and creating a supportive school atmosphere for creativity that encourages students to work successfully with uncertainty (BEGHETTO, 2021). Lauren (2018) has revealed the ways to improve students' creativity in class as:

- (1) Build a compassion
- (2) Be present with students' ideas
- (3) Encourage creativity in learning activity
- (4) Re-word assignments to promote creative thinking
- (5) Give direct feedback to students on their creativity
- (6) Help students know when it is appropriate to be creative
- (7) Use creative instructional strategies, models, and methods
- (8) Channels the creative impulses in "misbehavior."
- (9) Protect and support students' intrinsic motivation
- (10) Make it clear to students that creativity requires effort
- (11) Explicitly discuss creativity myths and stereotypes with students
- (12) Experiment with activities where students can practice creative thinking

Richardson and Mishra (2017) revealed that Physical environment, learning climate, and learner engagement are the three key variables that encourage students' creativity. The physical environment concerns the actual learning space. Group collaboration and discussion should be free-flowing and adaptable. Learning climate includes all classroom climates and the relationships between teachers and students. Students must be able to speak freely, discuss and embrace new ideas, have faith in one another, and be encouraged to take risks. It creates a climate where teachers and students feel a sense of belonging, concern, and cooperation. In learner engagement, instead of focusing on the teachers' objectives, teachers should locate the actual task that can draw or inspire students to engage in. The classroom atmosphere should be considered collaborative learning and teaching (Richardson & Mishra, 2017).

White (2019), Creativity and assessment are closely linked and essential to the creation of rich, challenging learning experiences. The link between people and their inner landscape is improved by creativity and assessment, which encourages the pursuit of novel issues, concepts, and relationships. Creativity ends without assessment, and without creativity, classrooms become routine and unmotivated. In order to assess creativity, teachers must involve students in the learning process by asking them to choose their goals and methods of implementation. Assessment encourages more in-depth and creative thinking to boost creativity (White, 2019).

In addition, the study explored that students' creativity can be developed through the Project-Based Learning (PBL) project in the class. When PBL is conducted, teachers need to know the quality indicator of the invention and set it. Then teachers set the activities targeted to the set quality indicators. Practicing PBL, the voice and choice of students need to be complicated and provide to get students chances to be on their own of the originality of what to do and manage. Teachers must model thinking of synthesis or provide scaffolding activities and an opportunity for students to reflect on their goals and development to encourage novel (Miller, 2013).

Besides improving students' creativity, teacher creativity also needs to be attended to as school poor education performance is frequently associated with teacher creativity (Amtu et al., 2019). The principals and managing principals influence teacher creativity. The research found that the principal's leadership influences 46.7% of teacher creativity, the principal's management controls 58.9%, and 59% is influenced by the administration and management's effect (Amtu et al., 2019).

2) The concepts of self-efficacy

Self-efficacy is a construct discussed by Bandura (1997b). It is a person's trust in their capacity to do a particular activity or combination of behaviors necessary to achieve the desired result. People's efficacy beliefs impact how they perceive, behave, empower themselves, and act in everyday life and work

management. They trust their ability and motivate themselves to accomplish a goal despite obstacles (Bandura, 2007).

The researcher gave the meaning to self-efficacy: a motivational state is an individual's self-rated capacity to execute specific actions to achieve some objective. It is concerned not with what one has but with belief in what one can do with whatever resources one can muster (Bandura, 2007).

Punyasettro et al. (2021) stated that self-efficacy is a psychological term that describes a person's confidence in their abilities to complete a mission or goal they had set (Bubou & Job, 2022). It is closely related to self-worth and self-esteem (Bubou & Job, 2022). Students' self-efficacy pertains to their belief in their capacity to complete a task despite academic difficulties (Azila-Gbettor et al., 2022).

Hence, self-efficacy is an essential belief in an individual's self-rated capacity to meet the challenge ahead and to empower them to complete a specific or general task successfully. Researchers have paid more attention to three main self-efficacy in the past years: creative self-efficacy, creative metacognitive, and creative self-concept. (Beghetto & Karwowski, 2017).

2.1) Sources and importance of Self-efficacy

Bandura studied how self-efficacy originated and what factors impact self-efficacy. He then identified the four sources of self-efficacy that motivate self-efficacy as follows:

- (1) Enactive mastery experience: previous success and failure experiences on similar tasks.
- (2) vicarious experience: observation of the behaviors and consequences of similar models in a similar situation
- (3) Verbal persuasion: encouraging messages from others.
- (4) Psychological and affective states: one's emotional states while a person is thinking about a specific task or trying to solve a problem.

Schwarzer (2014) explained that self-efficacy beliefs regulate human functioning through four significant cognitive, motivational, affective, and selection processes. The processes are analyzed in detail as follows:

- (1) Cognitive processes: Self-efficacy beliefs influence thinking patterns that can impact results. These cognitive effects come in a variety of shapes and sizes. While much of human action is purposeful, it is governed by forethought represented in cognized objectives. Self-evaluation of abilities influences personal goal setting. The higher the target people set for themselves and the firmer their resolve, the higher their perceived self-efficacy is.

(2) Motivational processes: Self-belief in efficacy play a central role in the self-regulation of motivation. Most human inspiration is derived from the brain. People who practice cognitive basis inspire themselves and direct their decisions in advance by exercising forethought. They shape opinions on what they are capable of, forecast the possible outcomes of potential activities, set personal goals, and devise action plans to achieve desired results.

(3) Affective processes: The self-efficacy system also plays a crucial role in the self-regulation of affective status. Self-efficacy values affect how emotional life experiences are built and cognitively represented; they control disruptive thinking patterns and sponsor courses of action that change environments in ways that alter their expressive potential. These alternative paths of affective influence are amply documented in the self-regulation of anxiety arousal and depressive mood.

(4) Selection processes: People can exert some influence over their life paths by the environments they select and the environments they create. People prefer to avoid activities and situations that they perceive are beyond their coping capacities. Still, they readily engage in demanding activities and choose social surroundings that they believe they can handle. The more fabulous people's self-confidence in their skills, the more career opportunities they deem possible, the greater their interest in them, the better they educate themselves for various pursuits, and the more competitive they are at them.

It is addressed that the choice of task, effort and determination are all influenced by self-efficacy. One with a high level of self-efficacy for completing a mission or assignment is found to engage more readily, work hard, and persevere longer when faced with challenges (Bandura, 1995). Efficacy belief directly affects career decision-making and preference (Bandura, 1986 as cited in Bandura, 1995). Researchers have studied the relation between self-efficacy belief with the specific domains. Zhou and Kam (2016) investigated the relationship between hope and self-efficacy and then found out that there was a significant overlap between the two factors. In addition, self-efficacy found a positive correlation with the domains as engaging in future planning, focusing on future consequences, and life satisfaction (Azizli et al., 2015). The higher-level self-efficacy people have, the more vital work confidence, trust, and belief people feel towards their goals and success

2.2) Building Self-Efficacy

People with self-efficacy learn from mistakes and approach situations by thinking about how to handle them rather than worrying about what could go wrong. (Bandura, 1997a). The way to build people's self-efficacy are:

(1) **Emphasize Peer Modeling:** Learning from the examples of individuals, such as the teachers who serve as role models for their students. Additionally, it includes situations in which learners exhibit good social skills and are eager to impart those same virtues to a new individual.

(2) **Seek Feedback:** Feedback is the most crucial tool for increasing self-efficacy. Feedback on how people are doing is needed for both employees and students. Feedback must be provided regularly and straightforwardly.

(3) **Encourage Participation:** People who participate are more likely to be involved and active, which are excellent traits that frequently impact their confidence in their abilities. Students that participate actively in class not only learn more actively, but also retain more information about the subject matter. Students benefit from each other's knowledge when they participate.

Allow people to make their own choices: Allowing someone to choose for themselves makes them feel responsible for their actions, whether the result is negative or positive. It strongly emphasizes one's ability to take responsibility for one's actions, admit mistakes, and benefit from them.

Krik (2022) explained that teachers could use strategies to build self-efficacy in various ways as:

(1) Motivate students' successful experiences (Mastery experience)

(2) Encourage students to observe a peer success in each task (Vicarious experience)

(3) Provide incredible communication and feedback to guide and motivate students to fight with their best effort (Verbal persuasion)

(4) Create happy, unstressed, and powerful feelings that can contribute to strong performance and active learning activities (Emotional states)

Pedagogic strategies that can foster self-efficacy in students are question and answer format, conceptual problem, inquiry-based learning activities, cooperative learning, collaborative learning, and the use of electronic applications (Frencl and Scheel (2005) cited in Krik (2022)). Moreover, establishing a short-term goal to challenge students, motivating students to lay out a specific learning strategy and plan (Schunk & Pajares, 2002), and comparing students' performance to their set goal (Bandura, 1977) also motivate students' self-efficacy.

Margolis and McCabe (2006) demonstrated that to empower students' self-efficacy, there should be the use of moderately difficult tasks, the use of peer models, teaching specific learning strategies, capitalizing on students'

interests, allowing students to make their own choices, encouraging students to try, giving frequent, focused feedback, and encouraging accurate attributions.

3) Concept of Creative Self-Efficacy

Many teachers and researchers have paid greater attention to students' creative self-efficacy to improve their creativity in educational settings. Students' creative self-efficacy promotes autonomous motivation and the emotion of success (Liu et al., 2021).

The concept of creative self-efficacy is aroused from broader research on self-efficacy and creativity. Some researchers study creative self-efficacy as creativity and self-efficacy, while others choose to study it as one “creative self-efficacy” (Chong & Ma, 2010a). Rabbani et al. (2020) stated that self-efficacy for creativity is being modified as creative self-efficacy. Tierney and Farmer (2002) were the first to adjust the concept of self-efficacy to creative self-efficacy by studying Bandura's definition of self-efficacy. The authors defined “creative self-efficacy as the belief one can produce creative outcomes” (P. Tierney & S. Farmer, 2002).

The study of D. H. Abbott (2010b) presented creative self-efficacy as a motivational condition. Creative self-efficacy is an individual's confidence in their ability to perform the specific tasks necessary to create novel, initial, or suitable solutions. Creative self-efficacy is differentiated from general self-efficacy because it focuses on creativity. It is a widespread belief that people work creatively to solve problems and behave creatively (Karwowski, 2011b). Creative self-efficacy moderated the link between the study process and creativity (Cheng et al., 2012).

Additionally, Creative self-efficacy is a person's belief activated when confronted with a performance situation. It helps people determine whether they should seek to engage with or better avoid that situation or task (Beghetto & Karwowski, 2017). Karwowski and Kaufman (2017) confirmed the meaning of creative self-efficacy: a person's perceived confidence to creatively perform a given task at a particular level in a specific context. It is linked to creative thought and actions (Puente-Diaz & Cavazos-Arroyo, 2018). Beghetto and Karwowski (2017) added that creative self-efficacy, creative metacognitive, and creative self-concept are three main self-efficacy that work together as a system in developing a creative identity of a person. These three beliefs differed related to temporal (past, present, and future), stability (dynamic vs. static) as well as a task (specific vs. general).

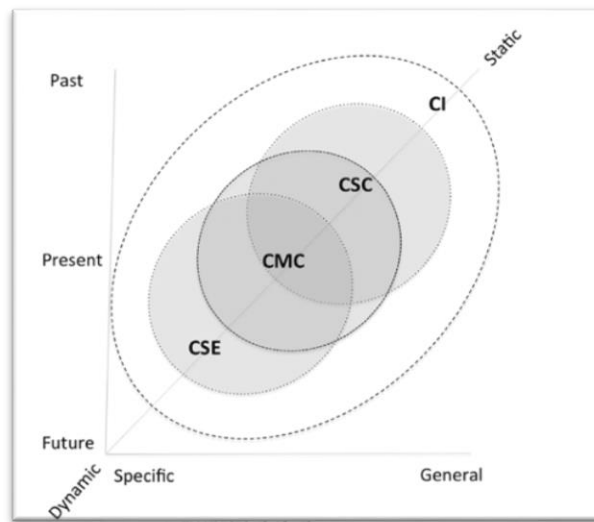


Figure 4: Visual relationship among Creative Identity (CI), Creative Self-Efficacy (CSE), Creative Metacognitive (CM), and Creative Self-Concept (CSC)

There is a strong correlation between creative self-efficacy, creative metacognition, and creative self-efficacy. Beghetto and Karwowski (2017) stated that when working on creative self-efficacy, the measures should be future-oriented, focusing on confidence in executing important aspects or levels of task performance and using broad response sets. They provided more explanation about creative self-efficacy, creative metacognition, and creative self-concept as follows,

Table 2: Creative self-efficacy, Creative Metacognition, and Creative Self-Concept
 CSE = Creative Self-Efficacy CMC = Creative Metacognition CSC = Creative Self-Concept

Construct	Working Definition	Central Focus	Temporal Dimension	Task Dimension	Stability Dimension	Measurement suggestions
CSE	<i>It refers to a perceived ability to do a task creatively in a particular setting and at a specific level.</i>	<i>Confidence (perceived confidence to behave or work on a specific task creatively)</i>	<i>Future (centered on assessing one's capacity to accomplish an upcoming assignment creatively)</i>	<i>Highly specific (affected by the characteristics of a particular activity and setting)</i>	<i>Dynamic (self-belief that changes over time as a result of perceived characteristics, environment, and psychological and physiological state)</i>	<i>Measures of CSE should have a future orientation, focus on the perception of confidence in performing key features or levels of task performance, and use broad response scales</i>

CMC	<i>Self-belief is based on a mix of creative self-awareness and self-awareness and contextual knowledge about when, why, and how to be creative</i>	<i>Accuracy and regulation (the verification of perceived creative talents and limitations, as well as creative task performance regulatory beliefs)</i>	<i>Present (focused on determining whether or not the creative activity is appropriate and possible, as well as whether or not changes are required when doing a task)</i>	<i>Moderately specific (A mix of unique task characteristics, past self and contextual information, and present performance influences task performance)</i>	<i>Relatively stable (i.e., Self-confidence is constant primarily; however, it might fluctuate based on the environment and task performance)</i>	<i>CMC should be a dynamic measure that accounts for accuracy, regulatory beliefs account for confidence bias and task complexity, and assess belief recalibrations across several trials.</i>
CSC	<i>The comprehensive and emotional evaluation of creative ability in and across domains underpins creative self-belief.</i>	<i>Competence (perceived creative ability in a field)</i>	<i>Past (concentrate on evaluating one's domain-specific creative capacity based on previous performance)</i>	<i>General (affected by the accumulation of self and societal evaluations of last performance in a particular domain)</i>	<i>Stable (typically stable self-belief that varies over time as a result of performance and feedback)</i>	<i>CSC should be assessed on cognitive and affective features, focusing on retroactive self and social competence assessment.</i>

Christensen-Salem et al. (2020) revealed that creative self-efficacy is a crucial determinant of whether individuals will approach or avoid a task, suggesting that it can be an essential factor that stimulates thriving, associated with enhanced creative performance. It also acts as a facilitator between relational success goals and creativity. The mediation of creative self-efficacy can positively predict creativity for mastery and performance-approach goals (Du et al., 2020).

In education, students' creative self-efficacy works as the belief that students have in their ability to come up with new things and valuable ideas (Ohly et al., 2017). The perceived of students' creative self-efficacy seems somehow to be affected by gender. Karwowski (2011c) explored male students' perceived creative self-efficacy more than female students. Primarily, males with a higher socioeconomic level overestimated their creative self-efficacy, while females underestimated it.

Recently, Liu et al. (2021) demonstrated that creative self-efficacy extends the general creativity domain and contributes to individual effort

and persistence in creative activities. Students who believe they are more competent in a specific area (for example, creativity) may feel less cognitive load when faced with a task that demands creativity. Their creative self-efficacy is a confidence booster for completing the assignment (Redifer et al., 2021).

Here in this study, the term creative self-efficacy is defined as a student's belief that they can solve the required task or situation creatively and perform the given tasks creatively to create a novel and valuable idea or respond to the demand situation. Also, it is a confident and creative effort that motivates students to put all their talent and ability toward creative ideas, processes, or products.

2.1.2. Dimension of Creative Self-Efficacy

Creative self-efficacy in education was interested many teachers and researchers recently. Most of them defined creative self-efficacy similarly to the beliefs or confidence one has in their ability to produce creative or novel thinking, idea, solution, or products. However, researchers appeared to define components of creative self-efficacy differently in their study.

As D. Abbott (2010) investigated the latent structure of creative self-efficacy by starting with the literature review of the general characteristic of creativity and motivation for creative expression, he then studied more detail self-efficacy tradition and the construction of creative self-efficacy in particular. He synthesized the research on creative thinking test self-efficacy, research on self-efficacy for innovative performance in an authentic environment, open-ended research into creative self-efficacy, and research on multiple dimensions of creative self-efficacy. He developed a measurement model for creative thinking and creative performance self-efficacy with 308 students. His finding confirmed that the two main dimensions of creative self-efficacy are creative thinking self-efficacy (CTSE) and creative performance self-efficacy (CPSE). These two dimensions are explained as

(1) Creative thinking self-efficacy (CTSE) is an individual's belief in their ability to express creative thinking. It is indicated by elaboration, flexibility, fluency, and originality.

(2) Creative performance self-efficacy (CPSE) is an individual's belief in their ability to express creative performance. It is indicated by three factors domain, field, and personality.

However, Tan and Majid (2011) studied teachers' perception of creativity and happiness with the measure of teachers' concepts on creative self-efficacy and happiness. They used the measurement scale of creative self-efficacy as two dimensions: idea generation (CSE_idea generation) and creativity efficacy in persistence (CSE_persistence). The researchers adopted the items of idea generation as "I am good at coming up with new ideas/ I have a lot of good ideas. I have a good imagination. I am good at combing existing ideas. Furthermore, I can reach the goal

of coming up with original ideas or things. Persistency items are “I have a strong will to master knowledge. I constantly check to see how well I am doing. I continue doing my task and never give up if I face difficulty. Moreover, I have a strong willingness to improve my skills and techniques.

Shiu et al. (2012) investigated whether the mediation function of creative self-efficacy may explain the link between learning motivation and innovative behavior. They surveyed 170 students on the perspective of creative self-efficacy by using students’ creative self-efficacy scales developed by Sunny. S. J. Lin & Su-Pin Hung (2004). The scale contained three dimensions: beliefs about creative thinking strategies, the creative product, and ideas about a rival negative appraisal.

Yu (2013a) worked on the study “An Empirical Examination of a four-component of creative self-efficacy among undergraduate students” – the article centered on the concept of creativity related to the process. The author characterizes creative self-efficacy as a person's confidence in their ability to transform a novel idea or notion into action in a favorable situation. He measured students’ creative self-efficacy by using Yang's (2007) scales (consist of four main items to measure creative self-efficacy: I feel that I am good at generating novel ideas, I have confidence in my ability to solve problems creatively, I have a knack for further developing ideas of other, and I am good at finding a creative way to solve the problem) and comparing four items for each of fluency self-efficacy, flexibility self-efficacy, originality self-efficacy, and elaboration self-efficacy component. His finding revealed that students’ creative self-efficacy has four dimensions fluency self-efficacy, flexibility self-efficacy, originality self-efficacy, and elaboration self-efficacy

Different from Shiu et al. (2012) and Yu (2013a), C.-C. Liu et al. (2014) worked in their study-related three dimensions of creative self-efficacy product, Creative self-efficacy strategy, and Creative self-efficacy feedback. The author explained in their study that:

- (1) Creative self-efficacy product means self-efficacy in the produced product.
- (2) Creative self-efficacy strategy means self-efficacy in creative thinking and strategy
- (3) Creative self-efficacy feedback means self-efficacy in a person's reaction to getting practical information.

Du et al. (2020) studied “The Mediating role of creative self-efficacy.” They defined creative self-efficacy with the three dimensions: creative thinking strategy beliefs, innovative products' religions, and negative evaluation resistance ideas.

Daher et al. (2021) studied the relation between creative emotion, creative self-efficacy, and curiosity under the topic “Self-efficacy in creativity and curiosity as predicting creative emotions.” They found out that self-efficacy in creativity explained 29.6% of creative emotion. Elements of creative self-efficacy or

self-efficacy in creativity consisted of self-efficacy in fluency, self-efficacy in flexibility, and self-efficacy in originality.

The recent studies, Liu et al. (2021) and Hung (2018) have studied three dimensions of creative self-efficacy as creative thinking self-efficacy (CTSE), creative performance self-efficacy (CPSE), and persistence against social persuasion self-efficacy (ASPSE). The author of these two studies (Hung, 2018; Liu et al., 2021) gave the example of persistence against social persuasion self-efficacy as keeping doing a thing or task even if it has been rejected. It seems to provide a similar meaning as negative evaluation resistance.

Lin and Wang (2021) have adapted a study using Huang and Hung's creative self-efficacy student measurement scale. They defined creative self-efficacy as the efficacy of creative thinking, the effectiveness of creative production, and persistence of significance in the face of negative feedback. Individuals' creative thinking was influenced the most by one's capacity to integrate things and related ideas (Runco & Jaeger, 2012).

Based on the different measurement scales used to measure creative self-efficacy in the past study up to a very recent study, the researcher decided to define the dimensions of creative self-efficacy for this study by synthesizing the components used in the previous research as follows:

Table 3: Synthesis of Dimension of Creative Self-Efficacy (1)

Creative Self-Efficacy	Academic Researchers / Research Study (of)									Grouping the dimensions
	(D. H. Abbott, 2010b)	(Tan & Majid, 2011)	(Shiu et al., 2012)	(Yu, 2013a)	(C.-C. Liu et al., 2014)	Du et al. (2020)	(Daher et al., 2021)	(Lin & Wang, 2021)	(Hung, 2018; Liu et al., 2021)	
1. Creative thinking self-efficacy	✓							✓		1
1.1. Fluency	✓						✓			1.1
1.2. Flexibility	✓						✓			1.2
1.3. Elaboration	✓						✓			1.3
1.4. Originality	✓									1.4
2. Creative Performance self-efficacy	✓								✓	2
2.1. Personality	✓									2.1
2.2. Field	✓									2.2
2.3. Domain	✓									2.3
3. Idea generation		✓								1.1
4. Fluency self-efficacy				✓						1.1
5. Flexibility self-efficacy				✓						1.2
6. Originality self-efficacy				✓						1.4
7. Elaboration self-efficacy				✓						1.3
8. Efficacy of creative thinking									✓	1
9. Creativity efficacy in persistence		✓								2.3
10. Persistence against social persuasion self-efficacy									✓	2.3
11. Persistence of efficacy in the face of negative feedback								✓		2.3
12. Belief in negative evaluation resistance						✓				2.3
13. Belief in creative thinking strategy			✓		✓	✓				1
14. Belief in Creative product			✓		✓	✓		✓		1.4
15. Creative self-efficacy feedback										2.3
16. Belief in a rival negative appraisal										2.3

The dimensions of creative self-efficacy from the earlier research studies are shown in Table 3. From the table, the researcher synthesized the dimensions of creative self-efficacy employed in the research study by grouping each dimension with a similar meaning. The dimension of creative self-efficacy that use in the study are:

Table 4: Synthesis of Dimension of Creative Self-Efficacy (2)

No	Creative Self-Efficacy	Academic Researchers / Research Study (of)									Current Study
		(D. H. Abbott, 2010b)	(Tan & Majid, 2011)	(Shiu et al., 2012)	(Yu, 2013a)	(C.-C. Liu et al., 2014)	Du et al. (2020)	(Daher et al., 2021)	(Lin & Wang, 2021)	(Hung, 2018; Liu et al., 2021)	
1.	Creative thinking self-efficacy	✓							✓		1. Creative thinking self-efficacy
	The belief in creative thinking strategy			✓		✓	✓				
	Efficacy of creative thinking									✓	
1.1	Fluency	✓			✓				✓		1.1. Fluency self-efficacy
	Fluency self-efficacy				✓						
1.2	Idea generation		✓								1.2. Flexibility self-efficacy
	Flexibility	✓						✓			
1.3	Flexibility self-efficacy				✓						1.3. Elaboration self-efficacy
	Elaboration	✓						✓			
1.4	Elaboration self-efficacy				✓						1.4. Originality self-efficacy
	Originality	✓									
2.	Originality self-efficacy				✓						2. Creative Performance self-efficacy
	The belief in Creative product			✓		✓	✓		✓		
2.1	Personality	✓									2.1. Personality self-efficacy
2.2	Field	✓									2.2. Field self-efficacy
	Domain	✓									
2.3	Creativity efficacy in persistence		✓								2.3. Persistence self-efficacy
	Persistence against social persuasion self-efficacy									✓	
	The belief in negative evaluation resistance						✓				
	Persistence of efficacy in the face of negative feedback								✓		
	Creative self-efficacy feedback					✓					
	The belief of rival negative appraisal			✓							

To make it clear and easy to understand, the researcher summarizes the above table into the new table (Table 5) of the dimension of creative self-efficacy as follows,

Table 5: Dimensions of Creative Self-Efficacy (3)

No	Creative Self-Efficacy	Academic Researchers / Research Study (of)								
		(D. H. Abbott, 2010b)	(Tan & Majid, 2011)	(Shiu et al., 2012)	(Yu, 2013a)	(C.-C. Liu et al., 2014)	Du et al. (2020)	(Daher et al., 2021)	(Lin & Wang, 2021)	(Hung, 2018; Liu et al., 2021)
1.	Creative thinking self-efficacy	✓		✓		✓	✓		✓	✓
	1.1. Fluency self-efficacy	✓	✓		✓			✓		
	1.2. Flexibility self-efficacy	✓			✓			✓		
	1.3. Elaboration self-efficacy	✓			✓			✓		
	1.4. Originality self-efficacy	✓		✓	✓	✓	✓		✓	
2.	Creative Performance self-efficacy	✓								✓
	2.1. Personality self-efficacy	✓								
	2.2. Field self-efficacy	✓								
	2.3. Persistence self-efficacy	✓	✓	✓		✓	✓		✓	✓

Table 5 shows the dimensions of creative self-efficacy used in this study: creative thinking self-efficacy (fluency self-efficacy, flexibility self-efficacy, elaboration self-efficacy, and originality self-efficacy), and creative performance self-efficacy (personality self-efficacy, field self-efficacy, and persistence self-efficacy). Each dimension and sub-dimensions were defined by adapting and considering items from D. Abbott (2010) and Tan and Majid (2011) and the situation of high school students in Banteay Meanchey. Creative self-efficacy consists of two main dimensions: creative thinking self-efficacy and creative performance self-efficacy

1) Creative thinking self-efficacy refers to the belief one has in his/her ability to produce and express the creative idea and thought. The four sub-dimensions of creative thinking self-efficacy are elaboration, flexibility, fluency, and originality self-efficacy.

1.1) Fluency self-efficacy refers to the belief one has in his/her ability to make a lot of good ideas, reach different kinds of conclusions, have a good imagination, and think of many answers or responses to complex issues or situations.

1.2) Flexibility self-efficacy refers to the belief one has in his/her ability to come up with many kinds of answers or responses; respond to the question or problems in different ways with unique and special forms; and think of various ideas while working on an issue.

1.3) Elaboration self-efficacy refers to the belief one has in his/her ability to make a wild idea sound customary and reasonable by linking to what students have already known, and to tell others about their dreams.

1.4) Originality self-efficacy refers to the belief one has in his/her ability to be the first in a group or class to reach a novel solution, beat other friends in thinking new notable ideas, and thinking of ideas that others do not have

2) Creative performance self-efficacy refers to the belief one has in his/her ability to create creative performance or behavior to respond to their situation. The three sub-dimensions of creative performance self-efficacy are field, personality, and persistence self-efficacy

2.1) Personality self-efficacy refers to the belief one has in his/her ability to motivate oneself to come up with new ideas, have fun with new ideas they learned from people, and sustain wondering about things even though they have already spent time on them.

2.2) Field self-efficacy refers to the belief one has in his/her ability to make a new idea or concept to be supported by others and convince others that your idea or solution is the best suit.

2.3) Persistence self-efficacy refers to the belief one has in his/her ability to contact in a solid will to master knowledge, teach oneself new things, check the improvement, and persist with the difficulty or negative feedback

2.1.3. Importance of Creative Self-Efficacy

Creative self-efficacy is considered the first stepping stone of people's creativity (Smith, 2019b) that schools need to be responsible for developing. The individuals' perception of their ability to do creative work is malleable. It can shift to a new self, task, and social context-related factors (Farmer, 2010). D. Abbott (2010) demonstrated that creative self-efficacy is a critical skill needed to develop individuals' image of schooling in the twenty-first century. It is necessary for a new standard of life and education by many academic and educational researchers.

Tierney and Farmer started their first study on creative self-efficacy. They found out that creative self-efficacy is a skill that predicts and increases the creative performance of people beyond the predictive effects of job self-efficacy (P. Tierney & S. Farmer, 2002). Additionally, It is an essential antecedent of people's creative behavior and success (Mathisen & Bronnick, 2009). A high level of creative self-efficacy leads to high creative ideation (Runco et al., 2001). Individuals with creative self-efficacy have become convinced that they have the necessary skills and knowledge to be creative, so they persevere when meeting difficulties. This group of people are recognized quickly for recovering from setbacks. This skill seems to work to decrease the pressure and boredom of individuals whenever people face any obstacle.

Beghetto (2006) pointed that students with greater creative self-efficacy were likely to have favorable attitudes about their academic skills in all

subject areas and to indicate that they wanted to attend college than students with lower creative self-efficacy. Students feel like engaging in after-school academics and after-school social activities (social involvement) with creative self-efficacy. They are no more or less likely to spend time playing video games, watching TV, or hanging out with friends.

Another important thing that seems to remind teachers and students in the new normal area is that computers and the Internet quickly transform the educational system and increase the need for creativity in the fast-developing and changing world. Creative self-efficacy is strongly related to curiosity- Curiosity is connected to a person's sense of imagination (Karwowski, 2012), and it pushes people to strive for development and respond effectively to the new environment they are facing. Teachers and students without creative self-efficacy, who do not think or perform creatively, are likely to be left behind in their careers and intellectual lives (D. Abbott, 2010).

Furthermore, high creative self-efficacy seems to lead to better academic success because this skill was found to be four percent of the variance in academic scores, eight percent in intrinsic and extrinsic motivation, and seventeen percent in explanation (Putwain et al., 2012). Unlike those with low creative self-efficacy, students with solid creative self-efficacy can effectively enhance their professional self-management to achieve effective job and task success (Yu, 2013b). Besides, Puente-Díaz (2016), who worked on the antecedents, consequences, and implications of creative self-efficacy, has pointed out that creative self-efficacy, a broader notion of self-efficacy, is a motivating drive that helps people stick to their goals even when they fail. The skill increases students' motivation to study hard and put in extra effort to achieve good marks in school. Creative self-efficacy empowers toward achieving set goals (Puente-Diaz & Cavazos-Arroyo, 2018). Du et al. (2020) argued that creative self-efficacy undoubtedly mediates the relationship between dispositional success goals and creativity. They added that through the mediation of creative self-efficacy, mastery and performance-oriented goals could be applied to predict creativity.

Last but not least, N. Sudiyani et al. (2020) demonstrated that individuals with high levels of creative self-efficacy tend to identify with the entrepreneurial leader's focus on opportunity identification and exploitation. They respond positively to encouragement to develop and implement creative ideas that positively and significantly affect their creative work behavior (Redifer et al., 2021; Sarwoko, 2020; N. N. Sudiyani et al., 2020). The stronger the creative self-efficacy, the more innovative work behaviors will increase.

Park et al. (2021) added that a person with a high creative self-efficacy might have more faith in their talents and competence, reducing their fears of negative judgments. Self-direction, stimulation values, and creative ideations are all controlled by creative self-efficacy. Tep et al. (2021) confirmed the high level of the relationship

between creative self-efficacy and creative ideation. Creative self-efficacy was positively correlated to creative ideation, that why students' creative ideation will undoubtedly rise as their creative self-efficacy grows.

The world Creativity and Innovation Week demonstrated that Practicing creativity will bring creative confidence, and with creative spirit will come one's ability to look at problems as opportunities. They will find a new solution to personal options and change their life. They will find creative solutions to community opportunities and change their world. They will discover new connections to improve the world for all of us.

People with high levels of creative self-efficacy were more confident in their abilities, which motivated them to put more effort into creative endeavors, resulting in increased creativity (Du et al., 2020). Higher levels of creative self-efficacy are linked to increased motivation, awareness, and abilities in creative thinking, resulting in a reduced perceived mental demand during creative activities (Redifer et al., 2021).

In brief, creative self-efficacy is an essential antecedent of students' creative and innovative work behaviors or creativity. It motivates students to persist in the difficulty of creativity. More importantly, creative self-efficacy promotes students' engagement in social activities, students' self-management in working tasks, and students' desire to pursue their college education. With a high level of creative self-efficacy, students' life will not be left behind in this unpredictable changing world.

2.1.4. Factors for Developing Creative Self-Efficacy

Creative self-efficacy may influence overall creative production (Smith, 2019b). Several ways are being found to take part in developing or promoting an individual's creative self-efficacy, such as:

Choi (2004) discovered that creative self-efficacy fully moderated the effect of the individual (motivation, personality, ability) and contextual factors (leaders' and peers' social results) elements on creative performance. Students' attitudes about mastery and implementation approaches and instructor comments on creative abilities were favorably related to their creative self-efficacy. Teachers can help students develop their creative self-efficacy by giving both positive remarks and supportive feedback (Beghetto, 2006), challenging stretch targets and the freedom to find out how to solve the tasks or problems (Mathisen, 2011a), and enhancing student's willing in taking risks (Beghetto et al., 2020).

Mathisen and Bronnick (2009) concluded in their study that creativity can be taught by enhancing individuals' belief in their creative productivity. Improving one's confidence in creativity needs creative courses and interventions - creativity training had a positive effect on creative self-efficacy. The teacher should avoid restricting students' creativity in the future by giving them negative judgment

or focusing on “right versus wrong teaching methods. Decisions and restrictions were strongly affecting each student’s creative self-efficacy. The opportunity for students to describe their concepts related to the WHY and HOW questions (Boser, 2022; The University of Arizona) and to join cooperative and authentic learning methods (Jamali, 2022) have to be built in class to get students to gain their deep thinking about what they have learned and the new lesson,

Having reviewed Bandura’s self-efficacy model (1997), Puente-Díaz (2016) stated that training programs that increase creative self-efficacy must contain three components: theories and research on creativity and creative problem solving and planning and facilitation of the creative process. In addition, BEGHETTO (2021) explained three forms of creative teaching: teaching about creativity, teaching for creativity, and teaching with creativity.

(1) **Teaching about creativity** refers to helping students learn what creativity is (and is not), how it develops in and across different activities and subject areas, and the role creativity plays in learning and life. Teachers who teach about creativity need to deeply understand creativity based on the work from the field of creativity studies. However, knowledge of creativity studies is just a starting point. They will need to be able to find ways to blend creative content within their regular academic subject matter teaching. It is not just to teach the “what,” but “who, how, when, why, and where” of the work.

(2) **Teaching for creativity** refers to improving students’ creative potential into creative achievement. It needs one promising direction for making room in the curriculum to support creative expression. It is called lesson unplanning. Lesson unplanning involves establishing openings in teachers’ existing lessons and activities by replacing predetermined aspects of the curriculum with to-be-determined opportunities for students to share their unique ideas and insights (Beghetto, 2018).

(3) **Teaching with creativity** refers to creatively teaching academic subject matter. Teaching with creativity focuses on how teaching can be a creative act itself. It is not to say that teaching with creativity has no impact on students. Like all forms of creative teaching, teaching with creativity requires that teachers have deep knowledge of what they are teaching. Teaching with creativity, therefore, involves teaching specific subject matter while at the same time approaching the act of teaching with openness, flexibility, sensible risk-taking, possibility thinking, and related attributes of creative behavior. Teachers must be aware of how students are experiencing failures and setbacks and the messages they receive following such setbacks. Although it is true that failure, even painful failures, are part of the creative process, it is also true that students may experience creative mortification if they do not believe improvement is possible (Beghetto, 2016).

The research study by (Chong & Ma, 2010) confirmed that work permanence, education, hierarchical organizational level, and task-related job self-efficacy were all associated with creative self-efficacy. Individuals who love their work environment and have supportive leaders who trust and collaborate will be more creative. The development of creative self-efficacy was influenced by an individual's creative role identity and the leader's perception of creativity (Tierney & Farmer, 2011). It makes a serious issue for teachers to lead students to have confidence in their ability to execute their creativity in the future (Cheng et al., 2012). There found that a course focused on behavior modeling proved more helpful in fostering creative self-efficacy than a lecture and exercises system, Gist (1989) cited in Ohly et al. (2017).

Stephanie Rip (2019) explored that students' creative self-efficacy can be improved by setting up a classroom environment that enhances and models creativity, allowing for growth and mastery learning experience, and providing rich and specific feedback. Environment factors were critical predictors of creative achievement, such as establishing trust and safety, supportiveness of risk, unrestrained, comfort with uncertainty, encouragement with collaboration, modeling of creativity, allowance for enough time, and reduction of stress and challenge (Stephanie Rip, 2019). The classroom environment should support students' need for relatedness, competence, and autonomy (Ryan & Deci, 2002). It is necessary for schools, especially teachers, to consider the unique features of classrooms carefully and how features classrooms might constrain or enhance the creative expression of learners (BEGHETTO, 2021). In the following figure, Lucas and Spencer (2017) listed teaching methods that matter in critical and creative thinking

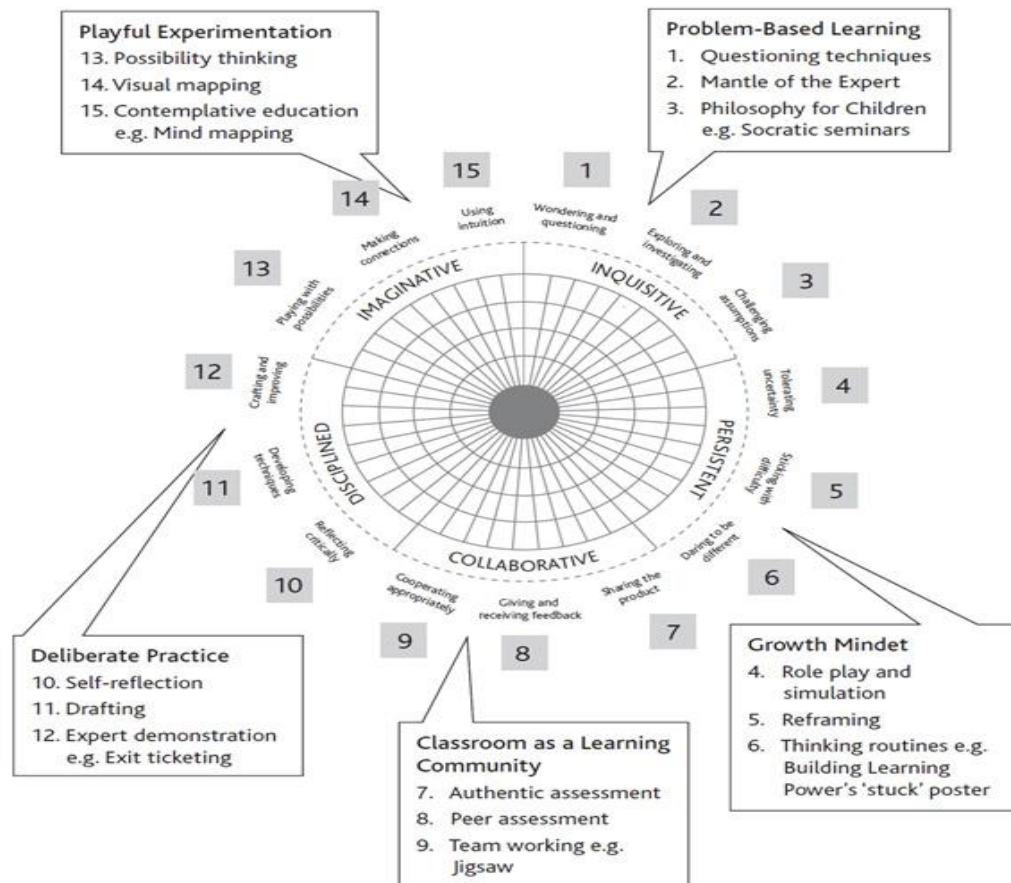


Figure 5: Signature pedagogies for teaching creative thinking

Source: Lucas and Spencer (2017) cited in B Lucas (2021)

Maciej Karwowski and Baptiste Barbot (2016) stated that Creative self-efficacy develops due to interpreting previous successes, which, in turn, rely on creative abilities. They added that Creative self-efficacy and creating personal identity form under the influence of multiple factors – the experience of previous successes and their interpretation, the impact of parents and teachers, and social comparisons and comparisons of one's competencies in various domains. Previous successes shape creative self-efficacy, which, in turn, translates into a higher valuation of creativity and, therefore, builds a creative personal identity. Teachers may help students improve their creative self-efficacy and stimulate their creative thinking by using methods or activities such as inquiry teaching and offering time (Puente-Diaz & Cavazos-Arroyo, 2018).

Rabbani and Sarmad (2019) revealed that the connection between creativity and elements such as supervisory encouragement, workgroup support, enough resources, and independence is controlled by creative self-efficacy. Mastery goal (Mastery goals concentrate on developing capabilities and mastering tasks) and the communicative approach predicted creative self-efficacy (Du et al., 2020). The opportunities to engage in creative learning in and outside of the walls of the

classroom should be provided to students because these opportunities help to develop students' creative confidence, recognize the value of creativity, and create an awareness of when to be creative and when not to be (BEGHETTO, 2021).

Students' creative self-efficacy grows and improves over time by being engaged in the school's strategic planning goal (ALFUHAIGI, 2014), creative culture, and being encouraged and stimulated by the abundance of chances to compete and perform creatively (Gong et al., 2020). Teachers should help students build confidence in solving problems innovatively (Du et al., 2020). According to Liu et al. (2021), students' motivation, achievement, and creative self-efficacy result from teacher support (academic, emotional, instrumental, and autonomy support). When students were motivated by a need for novelty, independent thought, and action, their creative self-efficacy and creativity grew significantly (Tep et al., 2021). N. Sudiyani et al. (2020) pointed out that the influence of creative self-efficacy on people's innovative behavior will be more substantial for people who work in a team with solid entrepreneurial leadership because entrepreneurial behaviors motivate workers to derive creative ideas and implement them at work.

Stephanie Rip (2019) recognized that setting up classroom environments that foster and model creativity, allowing for development and mastery of learning experiences, and offering rich and detailed feedback are the most excellent ways for educators to enhance students' creative self-efficacy. Using a problem-based learning methodology through e-learning strongly encourages students' elaboration and originality thinking (Mahadi & Ariska, 2022). The educational system must exercise caution regarding teaching and assessment procedures because students with low creative self-efficacy will be less receptive to the abilities and dispositions needed for creative engagement, less motivated to engage in creative processes, and less effective in their creative endeavors (Stephanie Rip, 2019).

Other factors promoting students' creative self-efficacy found by Liang and Yuan (2020) are autonomy support, parenting style, and a healthy parent-child connection. Parents must encourage their children's creative self-efficacy by modeling autonomy and providing enough support to help them overcome obstacles and develop their problem-solving skills. Autonomous solid support from parents gives students the confidence to dare to think and face new challenges.

In conclusion, Creativity teaching, teacher support and modeling, parenting styles and parent-child connection, emotional and motivational process, and contextual factors positively promote students' creative self-efficacy.

2.2. Management Towards Excellence

2.2.1. Concept of Management towards Excellence or Excellence

Management

1) What is Management?

Management is part of our everyday. People manage themselves, their relationships, families, and their teams and co-workers (Schermerhorn Jr et al., 2020).

Management refers to planning, organizing, leading, and overseeing organizational resources to achieve organizational goals effectively and efficiently (Daft, 2015; Schermerhorn Jr et al., 2020).

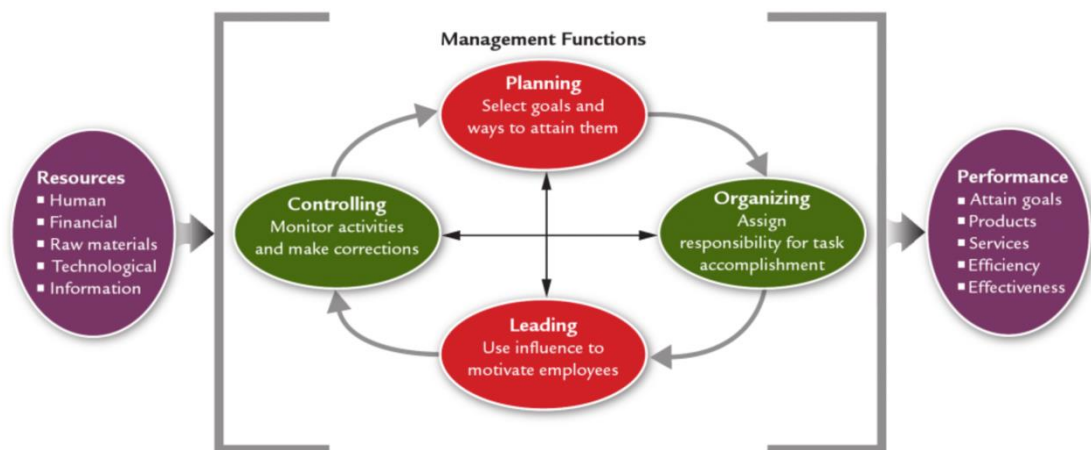


Figure 6: The Process of Management

Source: Management (Daft, 2015)

The figure illustrates the process of how management uses to attain organizational goals through the function of:

(1) Planning entails setting future organizational performance goals and determining the tasks and resource requirements to achieve them. It is about planning where the organization wants to be in the future and how to get there.

(2) Organizing involves creating a task after planning and reflecting on how the organization attempts to carry out the plan. It is all about delegating authority, distributing resources, and assigning responsibilities across the firm.

(3) Leading is influencing and motivating others to achieve a set of goals. It is all about having a common culture and values, conveying goals to everyone in the organization, and encouraging employees to succeed at a high level.

(4) Controlling entails maintaining track of employees' activities, keeping the organization on pace to fulfill its objectives, and making necessary changes.

Also, management is a set of operational activities aimed toward an organization's human, financial, physical, and information resources to achieve organizational goals efficiently and effectively. Administrative management is responsible for the company's overall operation (Griffin, 2021).

Daft (2015) explained that the nature of management is to inspire and coordinate others to meet a wide range of dilemmas. He introduced a new perception of the modern manager, stating that today's effective managers must shift their role from the controller to enabler, assisting employees in doing their best.

Tomažević et al. (2017) illustrated that many writers misunderstand and describe management differently and are frequently mistaken for governance or leadership. According to Slovenian organization theorist Lipovec (1987), cited in (Tomažević et al., 2017):

(1) Management is a function or process in an organization that ensures that the operation of the commander remains part of a cohesive process for accomplishing the organization's goal

(2) Management is an organizational function or process that derives its job and authorization for task performance from governance, the executive and confidential body of the company; and

(3) Management is an organizational function or process that accomplishes its tasks with the assistance of others in the planning, delegating, carrying out, co-coordinating, and controlling processes, as defined by governance.

Managers in today's world create organizations and cultures that anticipate environmental challenges and opportunities, question the status quo, and encourage creativity, learning, adaption, and innovation. They assist people in obtaining what they require, remove obstacles, provide learning opportunities, and provide feedback, coaching, and career guidance (Daft, 2015).

Kolodziejczyk (2015) studied "management," defined by head teachers, and concluded that Management means establishing conditions for daily labor that enable the school to fulfill its objectives.

Thus, management (in school) is the process of planning, organizing, directing, and controlling the school resources and activities to achieve the set goal of the school most effectively and efficiently possible.

2) What is Excellence?

In many areas of practice, the notion of "Excellence" is widely established, and the word is commonly used to refer to outstanding, remarkable achievement or outstanding performance

Excellence is considered to achieve the planned educational policies' target aims and objectives and model positive experiences that have been demonstrated to be beneficial (Aldaihani, 2014). In academic institutions, excellence

entails creativity, innovation, and thinking outside the box, which necessitates rethinking all school processes and content in such a way that it provides practical new approaches to achieve educational goals (Aldaihani, 2014)

Excellence is viewed as a complete strategy that provides a systemic picture of the organization as a whole, allowing for continuous improvement and change in all processes following the demands of new situations and the quality standards that govern all activities inside the organization (Anninos & Chytiris, 2011).

Excellence can describe current provision and a goal or aspiration for institutions, academics, and students. Excellence in management is the product of individual effort within a community to strive toward a shared goal (Rosenbaum, 2007). The achievement excellence has been divided into three levels: individual, school, and societal. Individual excellence is exceeding one's limits in ways that challenge and push back personality boundaries. Excellence at the school level refers to setting high levels of expectation and goals for all students, while excellence at the society level is to respond to the complex demand of changing world (National Committee, 1983 as cited in TERZI (2020).

An excellent model of school has many different connotations. It is about the model that involves embedding high quality in all processes within the system (Aldaihani, 2014). Brusoni et al. (2014) stated that in the Education Criteria, the concept of excellence includes three components: a well-conceived and well-executed assessment strategy, year-to-year improvement in critical measurement and indicators of performance, especially student learning, and demonstrated leadership in performance and performance improvement relative to comparable organizations and appropriate benchmarks.

Rosenbaum (2007) listed that the Standard of Excellence for schools was grouped under four headings:

- (1) *INPUTS* include the number and quality of instructors, library resources, computer facilities, etc.
- (2) *PROCESSES* include what steps were taken to determine the school's purpose. What stakeholders were involved. What data are gathered to assess the accomplishment of the objectives, and from whom and how are they used to guide performance.
- (3) *OUTPUTS* such as length of the program, number of participants, numbers of courses offer, and,
- (4) *OUTCOMES* such as competencies gained by graduates' impact on the community etc.

Excellence is the quality of excelling at being truly the best at something or reaching the standard.

3) The Excellence Management or Performance Excellence

As the set goal of the organization is to achieve outstanding performance and respond to the needs of the stakeholders, many research studies have worked to identify the characteristics of high performance to help organizations reach excellent performance.

In the study of De Waal (2006), he started with high organizational performance and defined excellence management as good financial results; satisfied customers and employees; high levels of individual initiative, productivity, and innovation; and strong leadership. Long-term organizational success cannot be sustained without a future-focus strategic plan, active involvement and engagement of the related groups and stakeholders (Driscoll, 2022), and strengthening leaders from today's top performers (B.Ropella, 2014).

Rosenbaum (2007) stated that a high-performance organization has a long history of achieving its goals. It is defined by organizational design, strategy, procedures, technology, leadership, individual and role performance, and culture (De Waal, 2006). De Waal (2006) defined the characteristics of each element as:

(1) Organizational design characteristics are related to stimulating cross-functional and cross-organizational collection; simplifying and flattening the organization by reducing limitations and barriers between and around divisions; fostering organization-wide sharing of information, knowledge, and best practices; and continually realigning the business with changing internal and external contexts.

(2) Strategy characteristics are related to defining a vision that inspires and challenges; balancing both short- and long-term focus; setting clear goals; creating a clear understanding of the organization's direction and strategy; adopting the strategy that will set the organization apart; and aligning strategy with the demands of the external environment and build robust, resilient, and adaptive plan to achieve all the activities.

(3) Process characteristics are related to designing a reasonable and fair reward structure; innovating products, processes, and services continuously; always simplifying and developing all the performance; making highly internal communication; measuring what matters; report to financial and non-financial information to everyone; strive to be a best practice organization and deploy resources efficiently.

(4) Technology characteristics relate to deploying flexible ICT systems throughout the organization and using user-friendly ICT tools to promote execution.

(5) Leadership characteristics are related to promoting trusting relationships with people on all levels; living with integrity and leading by example; applying decisive action-focused decision making;

coaching and facilitating; stretching yourselves and your people; developing leadership; allowing experiments and mistakes; inspiring to accomplish extraordinary results; grow leaders from within; stimulate change and development, construct a diverse and complementary team; be committed to the organization; be humble, and be decisive about non-performers.

(6) Individual and roles characteristics are related to creating a learning organization; nurturing talented staff and giving them space to develop; involving the workforce in the performance process; providing a safe and secure working environment; mastering the core competencies and creativity in staff; developing staff to be resilient and flexible; and align everyone's behavior with organization's value and direction.

(7) Cultural characteristics are related to empowering and giving staff freedom to decide and act; establishing strong and meaningful core values; developing and maintaining a performance-driven culture; creating a culture of transparency, openness, and trust; and creating shared identity and sense of community.

(8) External orientation characteristics are related to ongoing defining customer needs, responding to customer needs, monitoring the environment, reacting adequately, comparing, competing, etc., with the best building network.

A High-performance work team or organization relentlessly pursues performance excellence (Katzenbach & Smith, 2015). With this, Shaqra (2021) explained that excellence management is about the process of achieving coherence and consistency between all the elements of the institution organization to reach the highest levels of efficiency through the four factors:

(1) Management: It carries out leadership processes and determines the appropriate strategy for the organization and all performance levels.

(2) Individuals: it is how to manage and direct the organizational behavior to achieve the satisfaction of working individuals

(3) Systems: They are the systems related to the resources and operational processes to perform the tasks of the organization

(4) Results focus on achieving customer satisfaction and the targeted material benefits.

Performance excellence or management excellence is the successful supervision over a specific goal, which needs to be done through four main central the: concept of being successful, leadership, the "over," and specific purpose (B.Ropella, 2014).

(1) Concept of being successful: "success" refers to a positive outcome. Successful management is considerably more encouraging

than discouraging and far more positive than negative. Successful managers should try to produce excellent results while considering all stakeholders. Liang et al. (2022) and Secundo et al. (2020) suggested that a successful involvement of parental and other stakeholders in school education enhances kids' autonomy and teamwork to explore and maximize creativity and innovation in the classroom. To encourage parents to participate in home and school education, the director must encourage teachers and parents to communicate and collaborate (Murray et al., 2015). The study found that poor parental involvement (due to parents' lack of understanding about school activities, time constraints, and schedule conflicts) influences students learning outcomes (Nigussie, 2022).

2) Leadership: Leadership or Supervisors are typically characterized as individuals who supervise frontline workers, whether on a production line, in customer care, or in-office administration. Frontline supervisors are often the first level of actual management, with personnel held accountable for the outcomes of those who report to them. The leader plays an essential role in leading the organization toward the set goals; it is necessary that the leader of an organization clearly understand the organization's challenge (Parveen et al., 2022), policy, and resources that support the school performance and development (Huber & Helm, 2020).

3) The 'over': Most supervisors are prone to abusing their legitimate authorities. Successful managers do not use their influence over others.

4) Specific goal: Leadership excellence focuses on having a beneficial impact on the greater good. The school director is responsible for communicating a clear purpose and direction, establishing positive relationships, providing vital support, coordinating school activities, and thinking creatively (Thawinkarn et al., 2018).

In addition, Natthanun Muntapong et al. (2018) illustrated that in education, excellent school management is a vital management process for enabling the school performance to reach the standard implementation and become a well-accepted and reliable organization for both students, their students' parents, and the community they are in. In leading the process, openness to change, acceptance of new ideas or inventiveness, autonomy for students, risk-taking, and acceptance of failure are all qualities that school leaders should exhibit. (Puccio et al., 2010). Creative leadership must be cultivated to strengthen schools to face the demands and competitive education environment and promote innovative work behavior (Thawinkarn et al., 2018).

Rajitanon (2019) confirmed that management excellence of schools is identified as a school management process for rapid success and development based on the constant improvement of the quality system of schools. It is an aspiration state of being always slightly beyond the current state of management

practice providing fuel for learning, adaptation, and growth (PETTY, 2019) that works to build sound and valuable learning outcomes for society. The Excellence in School Administration Strategy must focus on non-teaching staff relationships, leadership, and administrative procedures to improve the school's organizational capability and promote a continual improvement culture (NSW Government website-Education, 2021). Teacher Professional Development should be carried out in job-embedded, collaborative, and school-based activities also (He & Ho, 2017) because teacher professional development leads to significant growth in teachers' knowledge, beliefs, attitudes, classroom practice, teaching skills, and student learning (Kalman et al., 2022). Today professional development techniques are becoming more collaborative and use a collegial learning environment, and learning goals derived from professional development programs are becoming more focused on the ability to teach, manage a classroom, and comprehend the subject matter (Ahmad Zaky El Islami et al., 2022).

Shaqra (2021) also demonstrated excellent management and defined it all as the operations and strategies that achieve the value and competitiveness of an organization's success through the optimum expenditure of all skill sets and the financial and material resources available in a distinctive manner. Driscoll (2022) stated that a strategic plan empowers and unites the entire school community to act and make a change. It is about making it specific and competitive at all levels, customers, and trends in the local community and how to prepare strategies and general policies for education. (Puccio et al., 2010) highlighted that in performance, school leaders have to be open to novel and change, motivate autonomy and risk-taking, and dare to accept failure. Thawinkarn et al. (2018) stated that creative leadership should be developed in school education since the situation needs directors who build and increase creative or innovative leadership awareness to meet the challenge and competitive education environment. Directors must encourage a sharing culture that promotes a collaborative environment for discussion to raise teacher confidence and improve professional practice within the classroom (Rhodes & Beneicke, 2002).

In conclusion, management towards excellence (Excellence Management) is about leadership and strategic management processes that enable schools to achieve superior achievement and continuously improve school education quality. The development process cooperates well with all skill sets and the financial and material resources that uniquely respond to and benefit the needs of learners, stakeholders, and society.

2.2.2. Importance of Management towards Excellence

Many countries worldwide strive for excellence at all educational levels to improve academic quality and gain competitive advantages for their educational institutions (Aldaihani, 2014). Aldaihani stated that the school excellence

model aims to increase the quality of teaching and learning processes in school environments while providing an overall framework for the organization to achieve its objectives.

Excellent management strongly influences teachers' and students' relationships and contributes to organizational effectiveness (Grünig, 1992). Saraiva et al. (2003) added that excellence management was an excellent strategy for directing the operation of the quality management idea in schools, promoting self-assessment and improvement.

Cao and Jiang (2017) pointed out that excellence management is promoted in many organizations because it improves the quality of education and competition. It also increases the organization's ability to generate value for customers and other stakeholders and achieves organizational goals.

Additionally, Ninlawan and Areerachakul (2015) demonstrated that management for performance excellence is the essential management mechanism to urge organizations to operate at the standard level and be recognized widely by society - it directly involves the role of the executive by defining the strategic plan.

Baldrige Performance Excellence Program (2021) in Education exhibited that Performance Excellence is an integrated process of performance management of the organization that definitely

- (1) lead to the development of students', customers', and stakeholder's values; improve student learning and education quality; the continuous success of the organization.
- (2) enhance overall capabilities and effectiveness of the organization; and
- (3) and learning for both staff and organization.

In brief, promoting excellent management in schools greatly help in bridging the gap between students, teacher, and school principals, as well as encouraging them to implement various activities that will help activate the idea of excellent teaching and learning process, educational quality, and school effectiveness.

2.2.3. Models of Management towards Excellence

There are many different models of excellence management of schools within the literature. Start with Varner (2002) demonstrated that the model of school excellence involved three broad categories: Classroom (including teaching and learning processes); School context (including professional development, collaboration, leadership, and organizational culture); and External environment, (including community organizations, external standards, and expectations, university professional associations, and the school district).

Mok (2003) showed that the school excellence model engages schools in self-improvement and self-assessment exercises. It was considered to be a mechanism to promote the quality of school systems that work based on the core

principles that define the purpose and form of the model, including an emphasis on the importance of having wise and visionary leadership and a view of teachers as essential keys to the educational process (Aldaihani, 2014). The director must manage the preferable working condition for teachers to improve their knowledge and skills (Little, 2012). Passing through online teaching and learning during the Covid-19 pandemic, Kalman et al. (2022) stated that the key to keeping online education alive is teacher learning and growth. Teacher Learning and Professional Development in the different spheres in line with the online education process should be prioritized in the education policies of all countries.

Rosenbaum (2007) suggested that the approaches to achieving Excellence in Public Management education and training are performance assessment, accreditation, focusing on “competencies,” and building a community of excellence. A respectful, loving, caring, and accepting environment is necessary to encourage students' creativity (Richardson & Mishra, 2017). Richardson and Mishra (2017) added that collaboration and respect must rise in the classroom by establishing trusting relationships with their students and embracing each one for who they are and their interests.

ACT Development of Education and Training (2012) of Australia revealed that the concept of excellence management is based on principles that include promoting a culture of whole-school change to meet students' diverse needs through practices such as high-quality curriculum, increased teacher expertise, positive partnerships, and communication among various stakeholders involved in the educational process. To obtain excellence, organizations must move beyond the performance management process to accurate strategic performance management (Sanger, 2008). The organization works to get parents, community, and partners to participate in the school process by involving them in project and goal development, monitoring, and evaluation processes (Karimi et al., 2020).

Meanwhile, Ninlawan and Areerachakul (2015) illustrated that the excellent school management of primary education is related to nine main factors such as leadership performance, the vision of the executive, school environment, teacher advancement, teachers' satisfaction, societal support, engagement behavior in school, communication, and resource modification. In excellence performance, excellence is attained when both effectiveness (meeting the objectives of all stakeholders) and efficiency/quality are guaranteed. The first is to accomplish at the level of an entire social unit, whereas the second is an accomplishment at the level of a single stakeholder (Tomažević et al., 2017).

However, Zack et al. (2009) marked only seven key factors to work to as the criteria of excellent school management. Leadership style, strategic planning, measurement, analysis, knowledge management, customer orientation, human resource management, and administrative processes.

Besides the above frameworks, it was noticed that the excellence performance/management, many countries and thousands of organizations around the

world have used and acknowledged as models for most quality awards are the Baldrige Excellence Framework and the European Foundation for Quality Management (EFQM) framework model (MacKerron et al., 2003). These two frameworks are extensively used as a self-evaluation tool to improve organizational performance. They demonstrate an operational assessment tool for quality management practice.

First, the European Foundation for Quality Management (EFQM) launched the initial technique in 1992. The model is now acknowledged as an excellent model that enables corporations to manage change and enhance performance. The EFQM's model framework revolves around three questions for an organization to answer to define its processes: “**Why**” does this organization exist? What Purpose does it fulfill? Why this particular Strategy? (Direction) / “**How**” does it intend to deliver on its Purpose and strategy? (Execution), /and “**What**” has it achieved to date? “**What**” does it plan to accomplish tomorrow? (Results). These drive the EFQM Excellence framework's three sections: Direction, Execution, and Results. (LONGMUIR, 2019). Each of these points is fully supported by two or three criteria:

(1) **Direction:** For a company to achieve and maintain outstanding results that meet or exceed its stakeholders' expectations. It contains:

Criterion 1: Purpose, Vision, and Strategy: A purpose that inspires an aspirational vision and a deliverable strategy define an excellent organization.

Criterion 2: Organizational Culture and Leadership: In an organization, organizational culture refers to a set of shared values and conventions that influence how groups and individuals interact with one another and with important external stakeholders through time. As opposed to any person or group that provides top-down direction, organizational leadership refers to the entire organization. The goal is for the organization to act as a leader within its ecosystem and be viewed as a role model by others, as opposed to operating the business from the typical perspective of a top team.

(2) **Execution:** It is necessary but not sufficient for a company to achieve and maintain outstanding results that meet or exceed its stakeholders' expectations. It contains

Criterion 3: Engaging Stakeholders: It is likely that the system design will be used similarly when dealing with Key Stakeholders given the description of which stakeholders are the most crucial to the organization, i.e., its Key Stakeholders, and regardless of the precise groups indicated.

Criterion 4: Creating Sustainable Value: The long-term success and financial stability of a great organization depend on its ability to create sustainable value.

Criterion 5: Driving Performance and Transformation: An organization needs to be able to satisfy the following two essential conditions both now and, in the future, if it is to grow and remain successful.

(3) **Results:** What the organization has accomplished concerning the goals established in the Direction and Execution section and plans for the future.

Criterion 6: Stakeholder perception: This criterion focuses on results based on the feedback received from key stakeholders regarding their actions and interactions - their perspectives.

Criterion 7: Strategic and Operation Performance: This criterion focuses on results related to the organizational performance in terms of:

- It can fulfill its objective, execute its strategy, and generate long-term value.
- Its fitness for the future (LONGMUIR, 2019)



Table 6: The EFQM Model

Second, the Baldrige Excellence Framework (Education), which is known as the framework that enables organizations to face day-to-day and long-term challenges and achieve their objective, enhance their outcomes, and become more successful. Baldrige enables leaders to manage the organization's various components as a unified whole. The Baldrige Education Criteria are broadly classified into seven criteria representing significant organizational areas: Leadership; Strategy; Customer;

Measurement, Analyze, and Knowledge Management; Workforce; Operation; and Results (Baldrige Performance Excellence Program, 2021). The Baldrige Criteria for Performance Excellence is viewed as the most popular model that was found used at United Arab Emirates (UAE) institutions (Badri & Abdulla, 2004) for working as an effective tool to provide a systematic process for driving and managing change (Brusoni et al., 2014). Roxana Sârbu et al. (2009) and Brusoni et al. (2014) suggested that Baldrige is critical to implement a quality management system and improve it, utilizing client continually and other interested parties' satisfaction feedback. It is a powerful and modern tool for developing and managing quality systems (Badri et al., 2006).

The Baldrige Framework for Educational Excellence helps schools meet their goals, improve performance, and become more competitive. Moreover, it integrates the process of performance management in an organization that 1) leads to the development of students', customers', and stakeholder's values; improves both student learning and education quality; the continuous success of the organization, and 2) enhance overall capabilities and effectiveness of the organization; and 3) and learning for both staffs and organization (Baldrige Performance Excellence Program, 2021). Jim Collins, the author of the bestselling book "Good To Great," stated, "I see the Baldrige process as a powerful set of mechanisms for disciplined people engaged in disciplined thought and taking disciplined action to create a great organization that produces exceptional results." More importantly, The Baldrige Excellence Framework (Education) has been designated as the standard of the Thailand Quality Award (TQA) to promote best/effective practice and development of the academic system and to stimulate excellent performance at an international level (Office of Thailand Quality Award & Thailand Productivity Institute, 2019). The 2021-2022 Baldrige framework recently features a renewed focus on organizational resilience; innovation; diversity, equity and inclusion, digitalization, and the fourth industrial reevaluation.

Thus, the searcher decided to apply management towards school excellence in this study under the Baldrige Excellence Framework due to the perceived importance and benefits of the Baldrige Framework for organizations, particularly in a long-term commitment to performance excellence in education. The framework is known as follows,

1) The Introduction to Baldrige Performance Excellence Program

The Malcolm Baldrige National Quality Award was established primarily to encourage firms and organizations in the United States to improve the quality of their goods and services. The Malcolm Baldrige National Quality Improvement Act of 1987 (Public Law 100-107) was designed to boost American business competitiveness. In 1999, it was expanded to include health care and educational groups; in 2007, it was broadened to include nonprofit and government organizations (Baldrige Foundation).

The Background from then until now

In the 1970s and early 1980s, Asian and European manufacturers, particularly Japanese automobile and electronics manufacturers, outperformed U.S. manufacturers in terms of quality, resulting in a loss in U.S. competitiveness in global markets. Individual businesses, industrial sections, government agencies, and think tanks began to consider how the United States should refocus on quality. The notion of an award to honor excellence in Total Quality Management (TQM) had been floating around for a while. In 1951, Japan established the Deming Prize to honor individuals and organizations who excelled in TQM. The National Bureau of Standards (NBS), now the National Institute of Standards and Technology (NIST), in the United States was developing new measurement services, and President Ronald Reagan established the President's Commission on Industrial Competitiveness in 1983. In Congress, there was also change. Several members of Congress visited Japan in early 1986, meeting with the Japanese Union of Scientists and Engineers, which administers the Deming Prize, among others. Congressman Dan Fuqua introduced legislation to create a National Quality Award later that year. However, Congress did not act on the bill, and it ended with the legislative session's conclusion.

The following year, legislation to establish a National Quality Award was introduced in the House and Senate. Both legislations languished, partly due to disagreement over whether the government or a private company should make such an award. NBS continued to work on "Process and Quality Control" simultaneously. Both Houses quickly passed the legislation after Congress agreed to rename the national quality award to honor the late Secretary of Commerce. The work of NBS was brought to the attention of Congress, and the suggestion was made that NBS administer a national quality award if Congress chose to create one. Even yet, the legislation had a slight chance of passing in Congress. Then tragedy happened on July 25, 1987, giving a rallying moment for supporters. Malcolm Baldrige, Secretary of Commerce, and a lifelong rodeo cowboy died in a rodeo accident. On August 20th, President Ronald Reagan signed Public Law 100-107, the "Malcolm Baldrige National Quality Improvement Act of 1987."

The clock began ticking when the regulation was passed. The plan was for President Ronald Reagan to introduce the first-year recipients with their honors in November of 1988. Because of the new law, NBS was responsible for the award program, and they only had 14 months to design and implement it. According to the plan, the essential criteria and applications were supposed to be accessible by February 15, 1988. Those interested in applying have until May 20th to finish their applications. Applications were reviewed from June to September, and site visits were made.

NBS needed to define the criteria for the prize, set the application and assessment procedures, and build the volunteer infrastructure to

support the new venture while building on work that had already been done. The statute also established a Board of Overseers for the award, responsible for monitoring and providing suggestions on the award's functioning every year. At the same time, NBS worked with company executives and quality experts to locate, recruit, and train 123 volunteer examiners. The examiners would look over the written award applications and visit the competing organizations' locations. NBS also had to establish and install a commentary team. Senior examiners led teams to achieve consensus scoring and control measurement variability, while examiners were responsible for scoring. NBS believed that winning organizations' scoring and actual determination should be separate. The Review Board would decide the prize recipients at the end.

There have been significant changes and achievements between that initial ceremony and the 29th Quest for Excellence Conference in 2017. Health care and education were added to the authorized categories by President Bill Clinton in 1998, and a nonprofit class was added in 2005. Small firms, more giant corporations and subsidiaries, and businesses that primarily provide services were eligible for the original law's reward.

2) Core values and concepts of The Baldrige Education Criteria

The Baldrige Award identified “performance excellence” as an aligned approach to organizational performance management that results in (1) delivering ever-increasing value to customers, contributing to marketplace success, (2) improving organizational effectiveness and capabilities, and (3) organizational and personal learning. The National Institute of Standards and Technology (NIST) of the United States Department of Commerce evaluates the drivers of high performance every year to ensure that the Baldrige Criteria for Performance Excellence remain current. The Malcolm Baldrige National Quality Award Criteria are validated and enhanced based on the findings. Today, many firms are working to improve their critical processes and programs. No longer is systematic improvement sufficient to create a competitive advantage. The Baldrige Criteria for Performance Excellence framework has risen in popularity. The framework is widely utilized in business and non-profit organizations, education, and health care.

The excellence framework and its criteria incorporate to prove the current education leadership and management issues with a set of questions that will help the organization see to challenges and opportunities that arise and manage a unified whole to achieve the mission, ongoing success, and performance excellence. The framework consists of the Criteria, core values, concepts, and scoring guidelines.

The core values and concepts of Baldrige Excellence Framework Education are as follows:

- (1) System perspective
- (2) Visionary Leadership

- (3) Student-centered excellence
- (4) Valuing people
- (5) Agility and resilience
- (6) Organizational learning
- (7) Focus on success and innovation
- (8) Management by fact
- (9) Societal contributions
- (10) Ethics and transparency
- (11) Delivering values and results

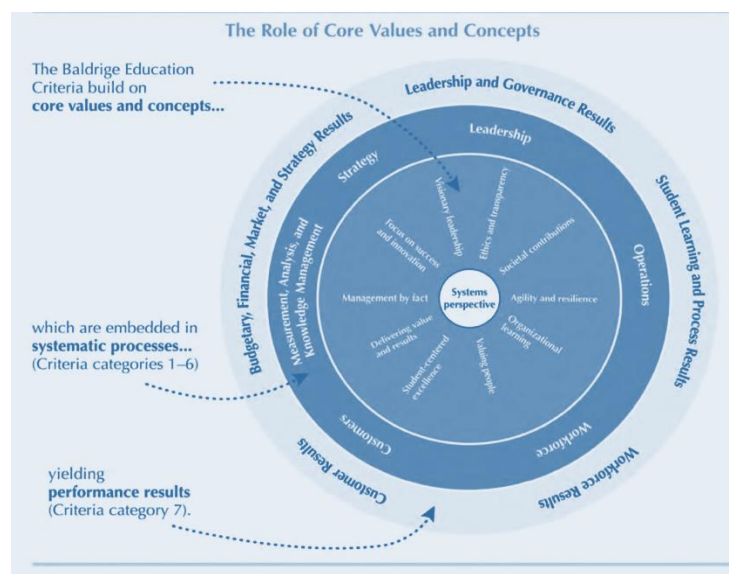


Figure 7: The roles of core values and concepts

Source: 2021-2022 Baldridge Excellence Framework (Education)

(1) **System perspective.** Leaders must first understand an organization as a system with interconnected functions to properly manage organizational performance (your partners, suppliers, collaborators, competitors, students, other customers, communities, and other relevant organizations inside and outside the education sector). A systems approach entails managing an organization's components as a cohesive whole to achieve the goal, long-term success, and performance excellence. It also necessitates leading a corporation within a connected ecosystem of organizations that allows for new and potentially creative interactions.

(2) **Visionary leadership.** Leader should set a vision for the company, focus on learners and other customers, demonstrate clear and visible corporate values and ethics, and set high expectations for the workforce. Leaders must ensure that strategies, systems, and methods are in place to develop knowledge and capabilities, strengthen relationships, capitalize on diversity, stimulate innovation, manage risk, ensure resilience, demand

accountability, and achieve performance excellence, which all contribute to the long-term success of the organization.

(3) *Student-Centered Excellence.* Student-centered excellence is a strategy to increase customer retention and loyalty, brand awareness, market share gain, and growth among students and other customers. Student-centered greatness entails more than raising student achievement, reaching minimal competency criteria, or minimizing remedial needs. All program and service features and qualities, as well as any forms of customer access and assistance and all organizational values and behaviors that provide value to students and other customers, must be considered.

(4) *Valuing People.* Investing in employees' engagement, growth, and well-being entails valuing them. (1) demonstrating leaders' commitment to success; (2) providing motivation and recognition that goes beyond the regular compensation system; (3) supporting work-life balance through flexible work practices tailored to varying workplace and life needs; (4) creating an inclusive, equitable environment for a diverse workforce; and (5) offering flexible work practices tailored to varying workplace and life needs are all significant challenges in valuing workforce members. A secure, trustworthy, and cooperative work atmosphere is required.

(5) *Agility and Resilience.* Organizations must be capable of managing risk and making changes on an ever-shorter cycle time. Successful organizations need agility (a capacity for rapid change and flexibility in operation) and resilience (the ability to anticipate, prepare for, and cover disasters, emergencies, and other disruptions).

(6) *Organizational learning.* Learning is a standard component of everyday work. It results in issues being solved at their source (root cause), focused on acquiring and sharing knowledge throughout your organization, and motivated by chances to make significant, meaningful changes and innovate. A well-executed strategy for organizational learning that incorporates knowledge exchange via systematic procedures is required to achieve the most extraordinary levels of organizational performance. Continuous improvement of current techniques, adoption of best practices and innovations, and substantial, discontinuous change led to new goals, approaches, programs, services, and markets, examples of organizational learning. Ideas from academics, personnel, and volunteers; research and development; feedback from students and other consumers; best-practice sharing; rival performance; and benchmarking are all sources for learning.

(7) *Focus on Success and Innovation.* Focusing on success also involves emphasizing innovation, which entails making significant changes to enhance educational programs and services, procedures, operations, business models, or social well-being to create new value for

stakeholders. Many factors should be considered in an organization's planning and resource allocation, including students' and other customers' short- and long-term expectations; new educational and partnering opportunities; potential crises, such as events that disrupt economic and social conditions; technological developments; workforce capacity and capability requirements; and community and societal expectations and needs.

(8) *Management by fact.* Management by facts necessitates measuring and analyzing an organization's future internally and concerning competitors. Measurement should be based on organizational requirements and goals. It should offer essential data on critical processes, outputs, results, and competitor and education-sector performance. Student learning, customer, program, service, and process performance; operational, market, and competitive performance comparisons; supplier, workforce, partner, cost, budgetary, and financial performance; governance and compliance results; and achievement of strategic objectives should all be measured.

(9) *Societal Contributions.* Organizations' executives should emphasize the importance of public service, social well-being, and benefit. Leaders should set an example for their organization to protect public health, safety, and the environment. All local, state, and federal laws and regulatory requirements should be met, and these and associated requirements should be viewed as opportunities to go above and beyond minimum compliance.

(10) *Ethics and Transparency.* Transparency is defined by leadership and management's constant frank and open communication, accountability, and sharing of clear and correct information. In all stakeholder transactions and interactions, the organization should emphasize ethical behaviors. The governance body of the organization should demand and oversee highly ethical behaviors. Top executives should set an example of ethical conduct and communicate their expectations to the rest of the organization. Transparency and accountability are also critical in relationships with consumers and other stakeholders, as they foster a sense of involvement, engagement, and trust in the organization.

(11) *Delivering values and results.* The focus of an organization's performance metrics should be on essential outcomes. The organization fosters loyalty, contributes to economic growth, and benefits society. Primary stakeholders—students and their parents; other customers; staff, suppliers, partners, collaborators; the public; and the community—should benefit from the results.

3) Organizational Profile

Organizational profile, ask for the “what” of your leadership system, is the critical starting point for self-assessment of school or organization. It

gives the data set for understanding the school or organization and how it works and allows to define the gaps and responses to the development of the school or organization. The organizational profile is divided into two main factors:

3.1) Organizational description refers to the critical characteristic of an organization or school. It is related to the organization or school's information that can be used to define the organization or school's management system. It includes

3.1.1) Organizational environment of the school consists of educational pregame and service offering; mission, vision, values, and culture; workforce profile; assets; and regulatory environment.

3.1.2) Organizational relationship in school consists of organizational structure, students, other customers, stakeholders, supplies, partners, and collaborators.

3.2) Organizational situation refers to the organization's strategic situation. It relates to the organization's competitive environment (competitive position, competitiveness change, comparative data), strategic context, and performance improvement system.

4) Education Criteria for Performance Excellence Items

The criteria for Performance Excellence are (Baldrige Performance Excellence Program, 2021): Leadership; Strategy; Customer; Measurement, Analysis, and Knowledge management; Workforce, Operations, and Results.

4.1) Leadership: How do leaders share vision and lead the organization? How do leaders ensure good governance?

4.2) Strategy: How do leaders prepare strategy for the future?

4.3) Customers: How do leaders listen to, satisfy, and engage customer?

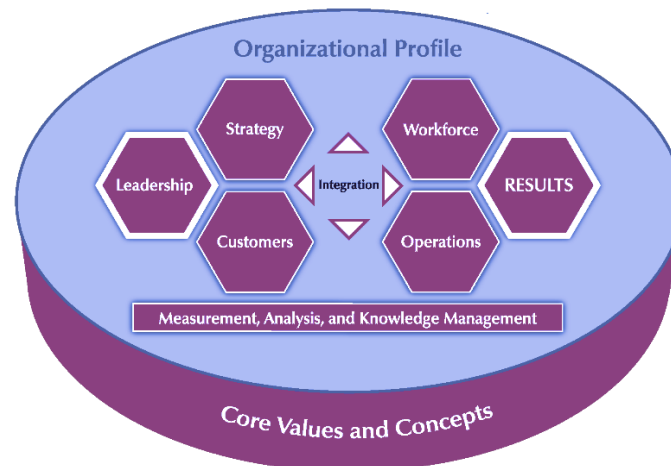
NIST (2004) clarified that Students, their families, communities, the government, and investors in students are all considered customers cited (Badri et al., 2006).

4.5) Measurement, analysis, and knowledge management: How do leaders use reliable data and information to decide?

4.6) Workforce: How do leaders engage and empower people in the organization?

4.6) Operation: How do leaders ensure efficient and effective operations that deliver customer value?

4.7) Result: How well are leaders/organizations doing?



From Baldrige Performance Excellence Program. 2017. 2017-2018 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education). Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. <https://www.nist.gov/baldrige>.

Figure 8: Criteria for Performance Excellence Overview and Structure

Performance excellence requires strong Leadership and is demonstrated through outstanding Results. The **performance system** consists of the six categories in the center of the figure. These categories define processes, and the results achieve.

The word “**integration**” at the center of the figure shows that all the system elements are interrelated.

The **center horizontal arrowheads** indicate the critical linkage between the leadership triad (on the left) and the results triad (on the right) and the central relationship between the Leadership and Results categories.

The **center vertical arrowheads** point to the Organizational Profile and the system foundation, which provide information on and feedback on critical processes and the organizational environment.

Baldrige Excellence framework on Education Management toward Excellence contains seven core criteria: Leadership; strategy; customers (students and stakeholders); measurement, analysis, knowledge management; workforce (human resource); operations; and results. Each criterion contains two items and can be described as follows:

(1) Leadership: The process of guiding and sustaining organization through the personal actions of senior leaders and governance structure. It related to

(1.1) Senior Leadership: The way senior leaders lead the organization or school toward success. It includes the process of setting and deploying vision, mission, values, and communication; and promoting organizational performance. It is also related to the operation and transmission of principles to the organization’s system, workforce, and stakeholders.

(1.2) Governance and Societal Contributions: The way leaders govern the organization and conduct social contributions. It focuses on

the leader and leadership system. Also, it is about the way the leaders ensure that everyone in the organization act legally and ethically, the way organization performs its societal responsibility, and the way organization support the community.

(2) Strategy: The ways organization/leaders develop the strategy, strategic objectives, and action plans; then implements and changes them whenever necessary. It related to

(2.1) Strategy Development: The ways organization/leaders develop organization's strategy. It includes the process of making decision, and defining strategic objectives and goals.

(2.2) Strategy Implementation: The ways organization/leaders convert the strategic objective into action plan and implement the action plans to achieve the goals.

(3) Customers (A user of organization's programs and services, either current or future. Customers include those who utilize programs and services directly - students and potentially parents- as well as those who pay for them): The ways organization use to engage students and other customers for the success. It includes the process of listening to their voice, serve, and exceeds their expectation, and building a long-term relationship with them. It is related to:

(3.1) Customer Expectation: The ways the organization/leaders listen and respond to students and other customers. It includes how to listen, observe, and interact to students and other customers' needs and requirements.

(3.2) Customer Engagement: The ways the organization/ leaders build a relationship with students and other customers, enable them to seek information and support, and manage complaint. It includes the process of determining their satisfaction and dissatisfaction.

(4) Measurement, Analysis, and Knowledge Management: The ways the organization/leaders select, gather, analyze, manage, and improve organization's data and knowledge assets. Then, use the date and the asset for improving the performance. It is related to:

(4.1) Measure, Analysis, and Improvement of Organization Performance: The ways the organization/leaders measure, analyze, and improve organization performance. It includes performance measurement, performance analysis and review, and performance improvement.

(4.2) Information and Knowledge Management: The ways the organization/leaders manage organization information and knowledge assets and ensure the quality and availability of them.

(5) Workforce (Human Resource): The ways the organization/leaders access workforce capacity and capability needs and build the

environment of high performance or achievement. It's more about how organization/leaders interact, manage, and develop their workforce to maximize potential and meet organization's goals. It is related to:

(5.1) Workforce Environment: The ways organization/leaders build an effective and supportive workforce environment. It covers how to access workforce capability and capacity as well as how to ensure a safe and encouraging environment.

(5.2) Workforce Engagement: The ways organization/leaders engage and manage workforce performance and developing them to enable and encourage all of them to contribute effectively and to be the best of their ability.

(6) Operations: How an organization's work, educational program, service design, innovation, and operational effectiveness are prioritized by the leader of the organization in order to create organizational success.

(6.1) Work Process: The ways organization design, manage, and improve the key educational programs, services, work process, and innovation to deliver value to students and customers, and achieve current and future organizational success.

(6.2) Operational Effectiveness: The way organization/leaders ensure effective operation in order to have effective and safe work environment. It relates to maintaining efficiency and effectiveness, security and cybersecurity, safety, and resilience in the operation.

(7) Results: The results of organization's performance and improvement in all parts (student learning and process results; customer results; workforce results; leadership and governance results; and financial, budgetary, market, and strategy results. It contains:

(7.1) Student learning and Process Results: related to student learning and customer-focused service results, work process effectiveness results, add supply-network management results. It demonstrates the excellence of educational programs and services and the values that promote student learning, customer satisfaction, and engagement.

(7.2) Customer Results: related to student and other customer-focused performance results. It illustrates how effectively the organization has met the needs of both customers and students.

(7.3) Workforce Results: related to the result of workforce capability and capacity, workplace climate, workforce engagement, and workforce development. It illustrates how effectively organizations have built and maintained a healthy atmosphere for learning for all of its personnel.

(7.4) Leadership and Governance Results: It is related to the results of leadership; governance; law, regulation, and accreditation;

ethics; and society. It shows how highly moral, financially secure, and socially responsible an organization is.

(7.5) Budgetary, Financial, Market, and Strategy Results: It is related to budgetary, financial, and market results; and strategy implementation results. It indicates the success of the organization in the market and its financial stability.

2.3. Education in Cambodia and Banteay Meanchey Province

2.3.1. Education System in Cambodia

The Cambodia Education system is a complete one, from pre-school (3 years), primary school (6 years), lower secondary school (3 years), and upper secondary school (3 years) – compulsory education is for nine years. With levels of governance, the educational system is decentralized; (1) the Ministry of Education, Youth, and Sport (MoEYS) is the highest level of government in terms of governing, delivering, monitoring, and deciding educational services/issues, (2) Provincial Department of Education act as the MoEYS secretariat, and (3) District Offices of Education are technical implementing bodies. MoEYS places a very high priority on improving the quality of education at both primary and secondary school levels. Schools play significant roles, especially in making school development plans and annual school plans. In 2030, the education vision is:

Cambodia's vision of a school for 2030: Schools would be administratively and financially autonomous and will be held accountable to ensure that all students get a high-quality education. They began with passionate and qualified lecturers who had an education background. They will offer safe, healthy, inclusive, gender-responsive, and technologically advanced teaching and learning environments.

Cambodia's vision of a teacher for 2030: Teachers in the Cambodian education system shall be professionally competent, motivated, and supported, with appropriate academic material and pedagogical abilities, as well as a passion for teaching and a love for their pupils. The teaching profession's standing will be elevated to recruit and retain the best competent and well-motivated individuals. Teachers will get ongoing help developing the knowledge and skills that best enhance student learning. To guarantee the achievement of all students, teaching shall be an ethical profession in which instructors adhere to the highest moral and professional standards.

Cambodia's vision of a classroom 2030: In Cambodia, school classrooms will eventually be turned into smart classrooms that are well-equipped with educational and technical resources and provide carefully structured, safe, and suitable learning environments for everybody. Teachers' responsibilities shift to learning facilitators, who utilize interactive and collaborative instructional methods and pedagogical approaches to create learning opportunities for all students.

Cambodia's vision of a student for 2030: Cambodian students must be healthy, well-prepared, and motivated learners committed to learning. The students must be supported by professionally competent and qualified teachers, families, and community. When they graduate, they must be equipped with both hard and soft skills, sound moral judgment, emotional intelligence, and a sense of national and global citizenship to contribute to and actively participate in society.

Along with the above vision, Cambodia's education management reform strategies focus on these main components:

1) Learning Management Reform

1.1) Implement a framework for evaluating students in grades 3, 6, 8, and 11 and for the national examination system for grades 9 and 12.

1.2) Measure learning outcomes, enhance teaching and learning, and determine the roles and functions of the assessment management structure by conducting early grade reading and math assessments for Grades 1, 2, and 3, classroom and school assessments, and the Program of International Student Assessment (PISA) at a regional level.

1.3) Enhance the evaluation of Khmer, math, and physics in Grades 3, 6, 8, and 11

1.4) Participate in regional and international tests

1.5) Enhance the standards and M&E systems for national exams guidelines.

1.6) Build capacity and decentralize the responsibility for Grade 9 examinations to the sub-national level

1.7) Create a system of rewards to encourage teachers to deliver lessons that are up to standard with national standards.

2) Administration Management Reform

2.1) Implement the ESP and the educational policy.

2.2) Implement SBM

2.3) Make sure that community, families, and students are involved.

3) Financial Management Reform

3.1) Promote school accountability and financial independence

3.2) Conduct regular education budget auditing

3.3) Encourage the allocation of funds in accordance with educational policy.

4) Human Resource Management Reform

4.1) Implement payroll reform by tripling salary, using the banking system during the fourth week of each month, tripling the allowance for remote and underserved areas, and tripling the budget for after-hours education.

4.2) Introduce strategies to increase the effectiveness of management personnel, evaluate the performance of teachers based on their job descriptions and staff turnover, and send new teachers to the targeted schools.

4.3) Encourage teacher integration strategies to be used between schools with an excess of teachers to those with a shortage of teachers.

4.5) Implement interviewing, performance evaluations, capability assessments, and selection criteria to increase efficiency while promoting management officers.

4.6) Promote the implementation of teacher career pathways to continue building management administrators' and teachers' capacities.

5) Policy and Planning

5.1) Improve the effectiveness of educational policy and planning systems in accordance with budget plans at all levels to enhance the educational system and students' academic performance.

5.2) Increase the ability of all levels of education officials to create long-term educational programs and policies and manage budgets

5.3) Strengthen the Phases 3 and 4 public financial management reform response and budget planning for education to be in line with the ESP.

5.4) Improve the quality of the ESP and the yearly operating plan at provincial, district, and school levels to meet the needs regional and national priorities.

6) Teaching and learning in Cambodia

Problem-based learning, experimental learning, and Inquiry-Based learning are used in secondary school teaching and learning to promote 21st-century skills in students and teachers. The 21st-century model library, first built in a New Generation school, is being continuously developed in the province to enhance school reading and research culture. STEM education and ICT knowledge in schools are now being under the attention of MoEYS and Development partners. They were the essential entities in developing Cambodia's Human Resources.

The outbreak of Covid-19 in Cambodia led to school closure and was replaced by distance learning. A lesson on TV and virtual platform by MoEYS is conducted. The students unable to reach distance learning are asked from the hard copy document provided to them directly or to their community by the subjects' teachers. While online learning is taking place, unequal access to education has been reported (Som, 2020). Therefore, school directors, teachers, students, and parents face challenges accessing education in this New Normal era.

7) Learning and Teaching Assessment

Teachers must assess learning outcomes for learners' knowledge, skills, and attitude.

Previously, numerous assessments were carried out in Cambodia. As a result, the MoEYS standardized such evaluations based on its principles and long-term objectives. The evaluations are divided into two tiers, each corresponding to the Education Quality Assurance Department's inspection and quality assurance criteria. There are two types of assessments: external and internal

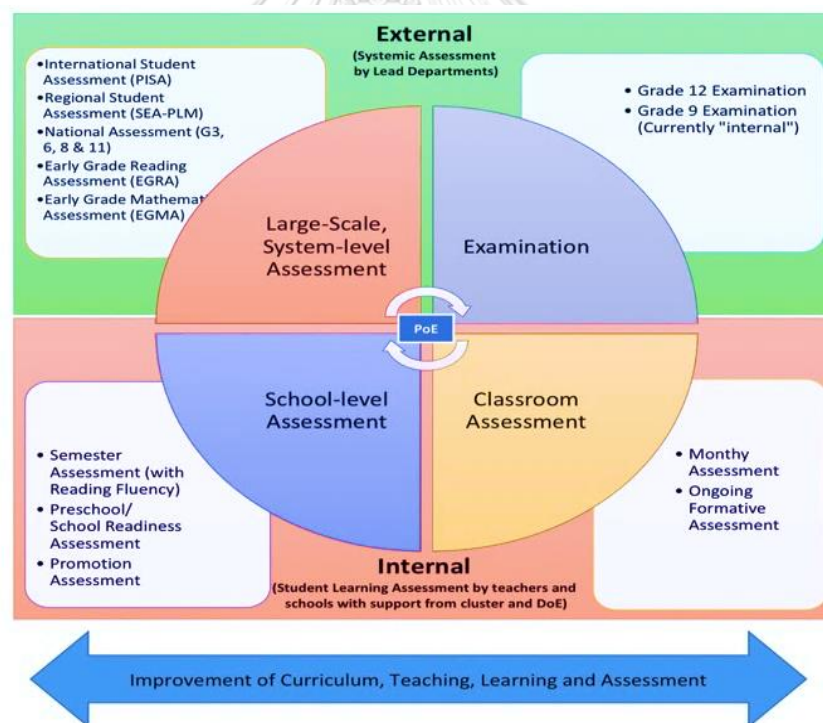


Figure 9: K-12 Students Learning Assessment

8) Teacher Professional Development

The following factors are considered for implementing this curricular framework to be very effective.:

- (1) Provide in-depth training to teachers on this new curriculum and explicit instruction on learner-centered teaching methodologies.

(2) Provide training to all teachers on school and classroom assessments and educate them on how to use the assessment results to improve their teaching methodologies and activities according to learners' knowledge.

(3) Provide all technical support and required teaching materials.

(4) Improve the research ability of all teachers for long-life learning

9) Inspection methods

There are two main inspections: internal inspection and external inspection.

The internal inspection is based on self-evaluation and an inner quality work of the school using inter and local resources. The external inspection is exogenous for a brief period. It points out an area that works well or is poor and contributes to improvement.

Internal inspection is divided into two levels: school level (self-evaluation: documentation, follow-up, analysis, and assess the need for development, planning, and implementation) and district level (linked to the CFS model implementation).

School-level Self-evaluation: Analysis of “Where are we? Where are we going? Objective? How? Activities? Results? Here, the school director has a crucial role on:

(1) A systematic process of quality improvement: Difference between different groups? What is the difference between the result of this year and last year? What difference between other subjects?

(2) Check/assess against laws and regulations and research about success factors,

(3) Analyze with the teachers: What areas need improvement?

2.3.2. School Management Guideline

The education reform of Cambodia has intensely focused attention on the development of school management, teacher quality, and teaching and learning. School directors must have at least a bachelor's degree with five years of experience in classroom or specialist teaching. School management guideline (2018) showed Cambodian school management as follow:

1) School Management: Autonomy and Accountability

The School Management Committee, approved by the provincial Education, Youth, and Sports Office, is the official committee that looks after the daily practice of school management. The Management Committee comprises six members joined by the school management officer, MoEYS officer, National Head of Subject teacher, teacher, educational staff, and parent. The committee members are divided into one leader (responsible for overall management), one deputy (accountable for planning and school budget), one deputy (responsible for human resource management), one member (responsible for community engagement and school government), one member (responsible for the school's and students' assessment) and one member (responsible for school accountability).

Table 7: Duty and responsibility of school committee and school director

Duty and responsibility of school committee	Duty and responsibility of school director
School Planning and Budget Management	
1. Approved the indicators and goal for three years period 2. Approved the school development plan and annual budget 3. Provide agreement on evaluating school performance compared to the effective schools 4. Support school fundraising	1. Facilitate the discussion and collaboration in conducting indicators and 3-year goals, and school development plan and annual budget. 2. Report the school evaluation result to compare with the standards of effective schools 3. Manage and facilitate discussion and collaboration on the activities of school funds.
Human Resource Management	
5. Approved the gift or present to well-perform staff 6. Academic requesting to under national on the unworking staffs 7. Approve the gift or incentive for the best practice director	4. Practice human resource management and request the award for the best practice staff 5. Request the school committee on rules of the inactive staff
Committee roles and school governance	
8. Support the problem solving of raising problems from parents and students 9. Ensure transparency in community engagement	6. Ensure the healthy process of community practice and school governance 7. Recheck and request for appovement to ensure transparency in the engagement of the community
School and students' assessment	
10. Approve the assessment result of school	8. Facilitate school discussion

Duty and responsibility of school committee	Duty and responsibility of school director
performance 11. Accept the semester development reports 12. Accept the annual development report	9. Manage the data and information about the development 10. Manage the data and news information to conduct and report for document
School Accountability	
13. Accept and approve all the documents that need to make a public report.	11. Prepare and propose the reports that need to announce publicly to the school management committee.

2) Autonomous Planning and Budget Management

School, community, parents, teachers, and students have the right to decide on school activities related to each school's needs and priorities. The MoEYS will provide funds for training educational staff, community, and parents for their participation. In addition, MoEYS also provides funds to the Provincial or Office of Education, Youth and Sports to help fill the need of the special needed schools. The school's mission is to provide students with a high quality of education. With this school can manage and lead effective school programs and activities related to

- (1) Systematic teaching quality improvement program
- (2) Learning environment improvement program
- (3) Community and parents' capacity building and involvement program
- (4) Strengthening school leadership and management programs

National Committee works on facilitating the discussion with the school management committee in planning activities for the following year's fund. Transparency in fundraising and managing school funds is a critical component in enhancing students' achievement and strengthening the belief of parents and the community in school and teachers.

3) Human Resource Management

Ministry of Education, Youth and Sports develops human resources in schools by providing the Management and Work Performance system for teachers and school directors who volunteer to join the scheme for capacity development. To join the system, teachers and school directors need to fill in the form of annual results and capacity development plan contracts.

For interested teachers or educational staff:

- (1) teacher or educational staff draft the annual results and capacity development plan contract with the guide for the Ministry of Education, Youth, and Sports or the school director

(2) teacher or educational staff and school director discuss and approve the agreement on the contract (teacher or educational staff are asked to correct or change their contract based on the comments or suggestions of the meeting)

(3) school director approves the annual results and capacity development plan contract.

For interested school directors:

(1) School directors draft the annual result and capacity development plan contract with the guide and support from the MoEYS.

(2) School directors discuss and find the agreement from the school management committee on the annual result and capacity development agreement. (The change can be made according to the comment from the meeting).

(3) School management committee approves the school director's annual result and capacity development plan.

The performance assessment and evaluation are done twice each academic year: in the middle and end of the academic year. The capacity development activities are done in under the feature of on-the-job training.

4) Community roles and school governance

Community participation: Community here refers to students' parents, authorities, and the community representative members of the school management committee. The community can take part in managing and observing the educational staff's performance, planning, and checking school budget, school activities, school construction work, classroom committee membership, participating in school events, as the expert for guiding students, finding funds for the school, observing classroom activities, helping student regular home self-study, taking care of school infrastructure, providing supporting materials, and strengthening transparency in school.

Community participation, especially parents and students observing school development and teaching and learning activities, is essential for schools in Cambodia. Parent participation is a substantial factor in enhancing school and learning development. The school management committee needs to invite the volunteer parents and students willing to join the Community of Education. They work to check and observe the school performance and teaching and learning to join the training courses. The training course covers content knowledge that parents and students must know for observation, training the parents and students' capacity to work on the job, and evaluating and using the material to evaluate the performance.

5) School's and students' assessment

School assessments are held twice a year: at the end of the first semester and the academic year. The first-semester evaluation focuses on developing

the target group, while the academic year assessments concentrate on creating an effective school's standard indicator and standard. The result of the semester assessments is used to improve the next semester's practice, and the impact of the academic year assessments is used to make next academic year planning and announced publicly to the community. School directors need to meet with the school management committee to report the result of the assessments, discuss solutions to problems, and then propose approval from the school management committee.

Students' assessments are divided into three types: lesson or formative evaluation, monthly test or summative evaluation, and the semester exam or summative assessment.

6) School Accountability

School accountability is the result of accountability in school processes, learning accountability, and financial accountability

2.3.3. Situation and Schools in Banteay Meanchey Province

1) Banteay Meanchey province

In the Kingdom of Cambodia's northwest is the province of Banteay Meanchey. It is almost 360 kilometers from Phnom Penh. Between Poipet and Phnom Penh is a 386 kilometre railroad that runs across the province. There are four border crossings in the province, which shares a border with Thailand. Currently, three checkpoints—the Boeung Trokourn Regional Checkpoint in Tmor Pork District, the Malay Regional Border Checkpoint in Malay District, and the Poipet International Border Checkpoint in Poipet City—have significant import and export activity. There are two province cities: Poipet city and Serei Sophorn (Sisophon). Serei Sophorn is both its capital and largest city. The province is divided into eight districts: the Malai, Mongkolborey, Ou Chrov, Phnom York, Preah NetPreah, Serei Saophoan, and Svay Chek districts. The Poipet O' Neang Special Economic Zone in Poipet City is assumed to support the growth of industry in the region. As a center for business, trade, and tourism between Cambodia and Thailand, Banteay Meanchey has significant potential.

One of the most important industries, agriculture improves farmers' living standards by producing paddy rice, tapioca, and other crops for export. The provincial government has come to understand that a drainage system is necessary to sustain the cultivation of rice as production has expanded. In the province, the local government has established irrigation systems including ponds, master canals, and sub-irrigation. In addition to agriculture, the area boasts a lot of untapped mining potential, including iron ore and marble. Numerous historical temples and bird sanctuaries are also among the province's top tourist draws.

Many Cambodians who live in Banteay Meanchey leave their village for employment in Thailand. Most of them are under 18 and have little

education and limited skills. Many young people drop out of school to earn income to help their families.

2) Schools In Banteay Meanchey

In the academic year 2021-2022, there are 408 schools. Among this number of schools, there are 30 high schools (Lycée) and 54 lower secondary schools in this province. In 2020-2021, 29.8% of over-age enrollment in lower secondary and 23.9% in the upper secondary. In 2019-2020, the dropout rate of students in Banteay Meanchey was at a high level, 17.3% in the low secondary level and 7.6% in the upper secondary level. Meanwhile, the completion rate of students seems to be a concern because the data have shown that the lower secondary level completion rate was 36.9%. The upper secondary level contained only 18.2% in the academic year 2019-2020.

Schools in Banteay Meanchey obtain funds from school income, community, government, abroad, and non-organizations. The school environment is not in good condition yet, especially the buildings and classrooms. The Public Education Statistic and Indicators (2020-2021) revealed that 119 buildings do not have a good floor, and 121 buildings do not have a good wall. Many new buildings are in the condition of being constructed and repaired.

Secondary school teachers and educational staff in the province are well educated. Most teachers contained bachelor's degrees, while some hold master's degrees. There is only one contracted teacher. All educational staff and teachers graduated from pedagogical training from Regional Teacher Training Centers or the National Institute of Education.

3) Teaching and learning in Banteay Meanchey During Covid-19

As the spread of Covid-19 in Banteay Meanchey worsens, many schools are used as quarantine centers for Cambodian migrant workers returning from Thailand. The teaching and learning of all schools in the province went under online education or distance learning processes. Schools used different applications for the classes based on the discussion and agreement between directors, teachers, and students. Zoom, Google Meet, Google classroom/drive, Telegram, Facebook Messenger, etc., were used in teaching and communicating during the pandemic. To promote effective learning during the pandemic, schools encourage students to study from the online learning platform conducted by MoEYS and the partners, such as videos on MoEYS's official Facebook page, e-learning website, Wiki TV, Youtube, and other Facebook pages of MoEYS partner. Some schools or teachers implemented the offline delivery of teaching, such as delivering handouts and conducting small face-to-face sessions with students who had difficulty accessing smartphones or the internet.

The content and curriculum on paper have been adopted continuously to ensure effective learning and teaching. Many challenges, mainly the Technology and Internet, have arisen between students, teachers, educational staff, directors, and parents. Students in low-income families or remote areas cannot respond to online education. Meanwhile, Teachers found it hard to adapt to teaching using new technology and engaging all students involved in education.

4) Educational Strategic Plan of Department of Education, Banteay Meanchey

Vision: Build and develop human resources of the best quality and morality in all fields to promote the prosperity of Banteay Meanchey province.

Mission: Lead, manage, and develop the province's Education, Youth and Sports system by providing better services to the people and working to meet all the needs of the labor market in the future.

To achieve the set mission, the Department of Education, Banteay Meanchey, has set priority activities as

- (1) Follow the clean school assessment tools of the Ministry of Education
- (2) Improve leadership and management skills of school leaders
- (3) Provide material, technical support, and consulting to municipalities, districts, and schools
- (4) Regular monitoring of school management processes
- (5) Motivate/ Rewards schools that are highly committed to their school development (Department of Education, 2019)

Sub-sector direction for Secondary school education

- (1) Strengthen the implementation of existing scholarships program to reduce the dropout rate
- (2) Strengthen the implementation of school regulation in all public secondary schools
- (3) Strengthen teacher-student discipline and prevent all pictures of negative phenomena in school
- (4) Strengthen monthly technical meetings and performance of calendar and study hours.
- (5) Strengthen the inspection of secondary school education
- (6) Collaborate with a development partner to develop the school's libraries and laboratories

- (7) Strengthen and expand the implementation of a clean school project in the province
- (8) Strengthen management and curriculum in general and vocational secondary education
- (9) Strengthen and broaden school standards under the Secondary Education Improvement Project (SEIP).

2.4. Related Research Study

2.4.1. Research Study Related to Creative Self-Efficacy

Beghetto (2006) investigated middle and secondary school students' creative self-efficacy. The study looked at motivation belief, classroom perspective, creative self-efficacy, and their impact on student classroom experience. One thousand three hundred twenty-two participants were invited from two middle schools and one high school for the study. The findings demonstrated that older students had more creative self-efficacy and motivating beliefs than younger pupils, indicating a strong correlation. In addition, females and students who spoke a language other than English at home, on the other hand, were found to have a negative relationship with creative self-efficacy, indicating that they had low self-efficacy. Students with solid creative self-efficacy had more positive attitudes toward their classroom experiences (such as academic competence and college attendance) than students with low creative self-efficacy. He concluded that young people with high creative self-efficacy are more involved in social situations and engagement.

Choi (2004) Studied the longitudinal multi-source data from 430 students at a North American Business school. The survey looked at potential mental mechanisms that mediate the impact of different individual and environmental factors on a person's creative performance. Individual (motivation, personality, ability) and ecological (social effects from leaders and peers) variables on creative performance were entirely controlled by psychological processes (creative self-efficacy and creativity intention). The finding demonstrated that human dispositions and social circumstances indirectly influence creative performance by changing crucial psychological processes rather than directly impacting creative performance. Individuals with stress concentration such as caution, hesitancy, introversion, or a tendency to self-censor ideas may need to lower their restraining forces to improve their creative performance in a social environment.

In addition, Mathisen (2011a) investigated factors influencing creative self-efficacy. The finding shows that creative self-efficacy can be improved significantly by just developing the relevant organizational factors (tasks requiring creativity, autonomy, quality of leader-member exchange, and collegial support for creativity) inappropriate. Moreover, the interaction of autonomy and leader-member exchange and autonomy and perceived collegial support are positively and significantly related to the development of creative self-efficacy. In addition, the

recent study added that collaboration with stakeholders to develop strategies, programs, or activities could help improve school quality, teacher capability, learning facilities and infrastructure, and student creative achievement (Tabroni & Ismiati, 2021).

Tan et al. (2011) clarified that almost every component of What Happens in the Classroom (cohesion, engagement, exploration, task orientation, collaboration, equality, and teacher support) was shown to have a substantial and positive connection with all subscales of creative self-efficacy. Teachers play an essential role in fostering a sense of community among students. They act as role models for students and start the process of cohesion. Teachers encourage learners to tackle challenging situations and solve problems on their own. Classroom engagement was found to be predicted by creative self-efficacy. It was found that Classroom performance was strongly expected by creativity self-efficacy for independence and ambiguity tolerance and creativity self-efficacy for concentration and working style. Educators and teachers must extend their perspectives on creative behavior, such as creativity self-efficacy, by creating an environment that promotes followers' inventive endeavors. In addition, Karwowski (2011a) clarified that transformational leadership could work to encourage follower creativity and innovation.

Setyawati et al. (2019) have found that Desired creativity is strongly correlated with creative self-efficacy. The relationship between social support and creativity can also be mediated by creative self-efficacy. Indicators of creativity include both social support and creative self-efficacy. As opposed to social support for creativity, however, creative self-efficacy has a stronger impact. They argued that it is crucial to understand that the degree of personal creative self-efficacy plays a role in encouraging the favorable contribution of social support to creativity.

Stephanie Rip (2019) studied the performance-based impact of schooling on students' creativity and creative self-efficacy. He revealed that safe, positive, and encouraging teachers and environment help develop students' creative self-efficacy and make students more willing to engage creatively and more resilient educational process. To foster students' creativity and creative self-efficacy, teachers must:

Make room for creativity. Teachers must create classrooms that foster creativity by adopting creative-expression-friendly classroom practices, rules, and procedures. Furthermore, rather than depending exclusively on conventional evaluation and testing, teachers must enable students to choose how they exhibit their knowledge, demonstrating to pupils that their talent and originality have significance.

Focus on Process and Product: Allowing learners to make mistakes and learn from them. Teachers must provide deep learning and topic mastery and encourage learners to take academic risks.

Consider Non-traditional classroom structures. Teachers must establish an environment in the classroom that encourages students to think and express themselves creatively. Collaboration, conversation, friendship, and potential must be facilitated and inspired by the furniture arrangement. Field trips and real-world learning experiences should also be incorporated to help learners gain confidence in the face of uncertainty and to pique their interests.

Understand the weight of being a teacher. Because instructors were identified as a factor in improving students' creative self-efficacy, it is apparent that having a positive, supportive connection with a teacher may assist a student in gaining confidence and drive. Teachers must demonstrate that each student is the most valuable and important thing in their classroom. Teachers should provide an example for pupils of all ages regarding what is valuable and vital.

Han and Bai (2020) discovered that having an open-minded leader, rather than having a personal relationship with that leader, will help provide such a motivating environment. Leader dialectical thinking can be essential for understanding the creative self-efficacy -creativity link. Employees' creative self-efficacy enhances creativity only when they have high analytic thinking leaders. Providing an inclusive and supportive context for different cognitive expressions will bolster high creative self-efficacy for people in the organization to achieve higher creativity.

2.4.2. Research Study Related to Management Towards Excellence of Schools

Jongrak Srithip and Chanasis (2017) demonstrated that eight elements directly affect the school management toward excellence. They are in descending order: collaboration; leadership; student focus; human resource management, supervision, monitoring, evaluation; data information and technology management; strategy planning; and administrative process. Strategic planning, human resource management, and administrative procedures are all influenced by data information and technology management. The school's data management or knowledge management and ICT use in school education were the necessary elements to be focused on promoting during the distance learning of Covid-19 (Iacuzzi et al., 2021). The collaboration, supervision, inspection, and assessment are influenced by leadership. Moreover, teamwork, control, monitoring, and appraisal affect student attention, while human resource management indirectly drives strategic planning and administrative processes. In addition, Collaboration has an indirect impact on supervision, monitoring, and evaluation, while strategic planning has an indirect effect on administrative processes

Additionally, (Tomažević et al., 2017), to develop an integrated performance management model for excellence in public administration, stated that an organization is a system of dynamic interactions between individuals to ensure the social unit's existence, development, and unique features, as well as the rational fulfillment of the social unit's goals. Performance management is crucial in all public administration institutions (social divisions). It connects and aligns individual, team, and institutional aims and results to improve social unit performance. It also allows for the recognition and reward of good work and the management of poor outcomes. Employees with effective performance management may comprehend the social unit's goals and determine how individual outputs contribute to meeting the social unit's goals. Public sector practitioners and academics see it as an effective vehicle to attain the public institution goals that stakeholders have promised and expected to meet to their satisfaction.

Karavekphan (2020) studied “The role of local government organizations in managing schools with excellence in education” and found out that the elements that influence the local administrative entities’ educational management to achieve excellence are leaders in local government organization, social partners. Policy leader for implementation and political stability.

Beauchamp et al. (2021) studied the concept of headteachers on school leadership and management during the early Covid-19 pandemic. The study revealed that during the Covid-19 pandemic, effective leadership focuses on building a sense of shared identity, bringing people together, and is regarded as "standing with them and moving forward together.” In this case, school leaders must consider themselves members of one of the groups, sharing an 'us-ness' identity to pursue the common good. Creative thinking, problem-solving, and communication skills are required to help leaders maintain coherence and respond effectively between community and school. To provide a stabilizing factor amid the darkness of guidance, claim, and disclosure, schools' values and concepts of education were regarded as necessary to what they were trying to do. Next, it was critical to maintain school communications for employees to continue encouraging each other, students, and parents. To improve partnerships or communication, it was necessary to build communication and interaction methods so that the school's community remained cohesive and tangible. In a world where people lose touch, resilience has become a necessary education component. Emotional leadership resilience must be developed in all members of the school community.

CHAPTER 3

RESEARCH METHODOLOGY

The research study on “Approaches for developing management toward Excellence of schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy” was designed based on the objectives of the study as 1) to study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, 2) to study the priority needs for developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, (3) to propose approaches for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

3.1. Research Design

The research study used a descriptive method that was designed as follows,

3.1.1. Population, Sample, and Informants of the Research Study

1) Population: The population in this study is the 30 high schools in Banteay Meanchey that are open for students from grades 6 to 12. The schools are public schools; the private ones are not included.

2) Sample: The study consisted of 28 public high schools chosen under the random sampling methods. This number sample size was determined by using the table of Taro Yamane (1973), with a 5% sampling error at a 95% confidence level

3) Informant: The informants are divided into four groups

3.1) Group 1: The informants are the four experts that are purposively selected to evaluate and confirm the proposed conceptual framework of the study. The selected experts are field excellence management, creative self-efficacy, educational psychology, and academic management.

3.2) Group 2: The informants are six experts purposively selected to evaluate the item objective congruence of the conducted questionnaire, two experts specialized in Education Excellence Management, one in creative self-efficacy, one in educational psychology, and another one in academic management.

3.3) Group 3: The informants are school directors, deputy directors, and teachers, all 215 people. They all completed the questionnaire on the current and desirable state of developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

3.4) Group 4: The informants are seven experts purposively selected to evaluate the suitability and feasibility of the drafted approaches,

two experts specialized in education excellence management, one in creative self-efficacy, one in educational psychology, and another two in academic administration.

3.1.2. Research Instrument

The instrument that will be used in this research study are:

1) Conceptual framework evaluation form: The form was used for evaluating and confirming the study's conceptual framework that the researcher proposed to see whether it is suitable for the scope and context of the study.

The evaluation form consisted of:

Part 1: The conceptual framework evaluation

Part 2: Additional comments and suggestions

2) Content Validity Check of the Research Instrument: The form was used for examining the content validity and item objective congruence of the research instrument before the researcher used the questionnaire to collect data from the real informants in each school.

The evaluation form consisted of:

Part 1: Evaluating on the informants' demographic data

Part 2: Evaluating on the items of the current and desirable Results of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

Part 3: Evaluating the items of the Process of the current and desirable state of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

Part 4: Evaluating opened-ended questions

3) Questionnaire: The questionnaire was used to collect the data on the current and desired state of results and management process towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

The questionnaire consisted of:

Part 1: the informants' demographic data

Part 2: The current and desirable Results of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

Part 3: The Process of the current and desirable state of management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

Part 4: The opened-ended questions

4) The Suitability and Feasibility evaluation form: The form was used to evaluate the suitability and feasibility of the drafted approaches for developing management toward excellence of school in Banteay Meanchey based on the concept of creative self-efficacy.

The evaluation form consisted of

Part 1: The evaluation of the main approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

Part 2: The evaluation of the sub-approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

Part 3: The evaluation of the methods for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

3.1.3. Data Analysis

The collected data were analyzed differently based on the data types and the instrument's aim. So, the researcher managed to analyze all data like the following,

1) Conceptual framework evaluation

The data of the conceptual framework evaluation was analyzed by using the frequency and content analysis

2) The Content Validity Check

The data examining the content validity was analyzed by the formula of the value of IOC

3) The data from the questionnaire

The questionnaire data were analyzed using descriptive statistics: frequency, percentage, mean, standard deviation, Modified Priority of Need Index (PNI Modified), and content analysis.

4) The evaluation of the suitability and feasibility of drafted approaches

Evaluating the drafted approaches of developing management toward excellence of schools in Banteay Meanchey to develop students' creative self-efficacy (the main approaches, sub-approaches, and practice methods) will be analyzed by mean, standard deviation, and content analysis method.

3.2. Research Processes

The processes of the research study were divided into three main phases as:

Phase 1: Study the conceptual framework of developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

Step 1.1) Draft the conceptual framework for developing management towards excellence of schools based on creative self-efficacy

To conduct the conceptual framework for the study, the researchers,

1.1.1) Reviewed related literature, books, and research on creative self-efficacy and management towards excellence or excellence management/ performance.

1.1.2) Conducted the drafted conceptual framework of the study and the conceptual framework evaluation form for the experts to evaluate and confirm. The Conceptual framework evaluation form consists of three main parts for experts to fill in:

Part 1: Conceptual framework for evaluation (checklist form)

Part 2: Additional comments and suggestions

Step 1.2) Evaluate the conceptual framework of developing management towards excellence of schools based on creative self-efficacy

1.2.1) Informants

The four experts were selected using the purposive sampling method to evaluate the study's conceptual framework. All the selected experts contain the following:

(1) Master or Ph.D. degree

(2) Experience at least five years in relevant fields.

1.2.2) Data collection

To get the conceptual framework for evaluating and confirming by experts, the researchers defined the processes as follows:

(1) Requested the cooperation letter from the university

(2) Emailed and telegrammed the cooperation letters and conceptual framework evaluation forms to experts for the evaluation

(3) Collected and analyzed the evaluation results of all the experts

(4) Revised the study's conceptual framework based on the experts' evaluation and comments.

1.2.3.) Data analysis

The data from the evaluation were analyzed through the following statistic:

Part 1: The data collected from the conceptual framework evaluation will be analyzed using frequency.

Part 2: The additional comments and suggestions given by experts were analyzed by content analysis methods.

Step 1.3) Finalizing the conceptual framework of developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

Having revised the framework through the evaluation score and comments of the four experts, the researcher brought the framework to the advisor and co-advisor for further comments and suggestions. Finally, the complete conceptual framework was ready and confirmed for the next phase of the study

Phase 2: Study the priority needs for developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

To study the priority needs for developing management towards excellence of school in Banteay Meanchey based on the concept of creative self-efficacy, the researcher went along two stages:

Step 2.1) Study the current and desirable states of developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

2.1.1) The informants

The 215 informants were directors, deputy directors, and teachers from 28 high schools in Banteay Meanchey were set as the number in the below table. They were all randomly chosen from the sample.

Table 8: Numbers of population, sample, and informants

Population	Sample	Informants	
		Position	Numbers
30 High School	28 High School (“Taro Yamane Table, 1973”, 5% sampling error at 95% confidence level)	1. Director	27
		2. Deputy Director	34
		3. Teachers of	
		3.1 Mathematics	14
		3.2 Khmer Literature	14
		3.3 Physics	14
		3.4 Chemistry	14
		3.5 Biology	14
		3.6 Earth Science	14
		3.7 English	14
		3.8 History	14
		3.9 Geography	14
		3.10 Economic	14
		3.11 Morality	14
Total			215

The table above shows that the total number of informants in the study was 215. There are 27 school directors (One school does not have a director because the previous director has just changed his workplace. This school uses the school management committee to look after the school process. The management committee is voted and assigned by the Provincial Official of Education, Youth, and Sports. Two committee members were selected to fill in the questionnaire in the name of the deputy director). The total number of deputy directors in the study was 34 people. And teachers from eleven subjects are calculated equal to 154 teachers.

2.1.2) Research instruments

The questionnaires were used in this stage. Questionnaires asked about the current and desired state of developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. The questionnaires were divided into two sets:

Set 1: For the school directors, deputy directors

Set 2: For teachers

Each set of Questionnaires was divided into four parts:

Part 1. Demographic data of informants. It is the first section of the questionnaire. It consists of gender, age, highest educational qualification, work position, and work experience. They appeared in checklist forms.

Part 2. The result for developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. The questions in this part were prepared in the 5-point Likert scales

5 refers to presently practicing at the highest level/
In the future need to practice at the highest level

4 refers to presently practicing at the high level/
In the future need to practice at the high level

3 refers to presently practicing at the moderate level/
In the future need to practice at the moderate level

2 refers to presently practicing at the low level/
In the future need to practice at the low level

1 refers to presently practicing at the lowest level/
In the future need to practice at the lowest level

Part 3. The current and desirable developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. The question in this part will be prepared in the 5-point Likert scale (same scales value as given in part 2)

Part 4. Suggestion and recommendation. It is the last part of the questionnaire. This part left the space for the informants to provide opinions or comments on approaches for developing management towards excellence of schools in Banteay Meanchey based on creative self-efficacy. It appeared as an open-ended question form.

2.1.2) Conducting the research instrument

The procedure of conducting the questionnaire on the current and desired state of developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy was as follows:

(1) Defined the conceptual framework for developing management toward school excellence in Banteay Meanchey based on the concept of creative self-efficacy.

(2) Conducted the questionnaire on the current and desired state of results and process for developing management toward excellence of schools in Banteay Meanchey based on creative self-efficacy.

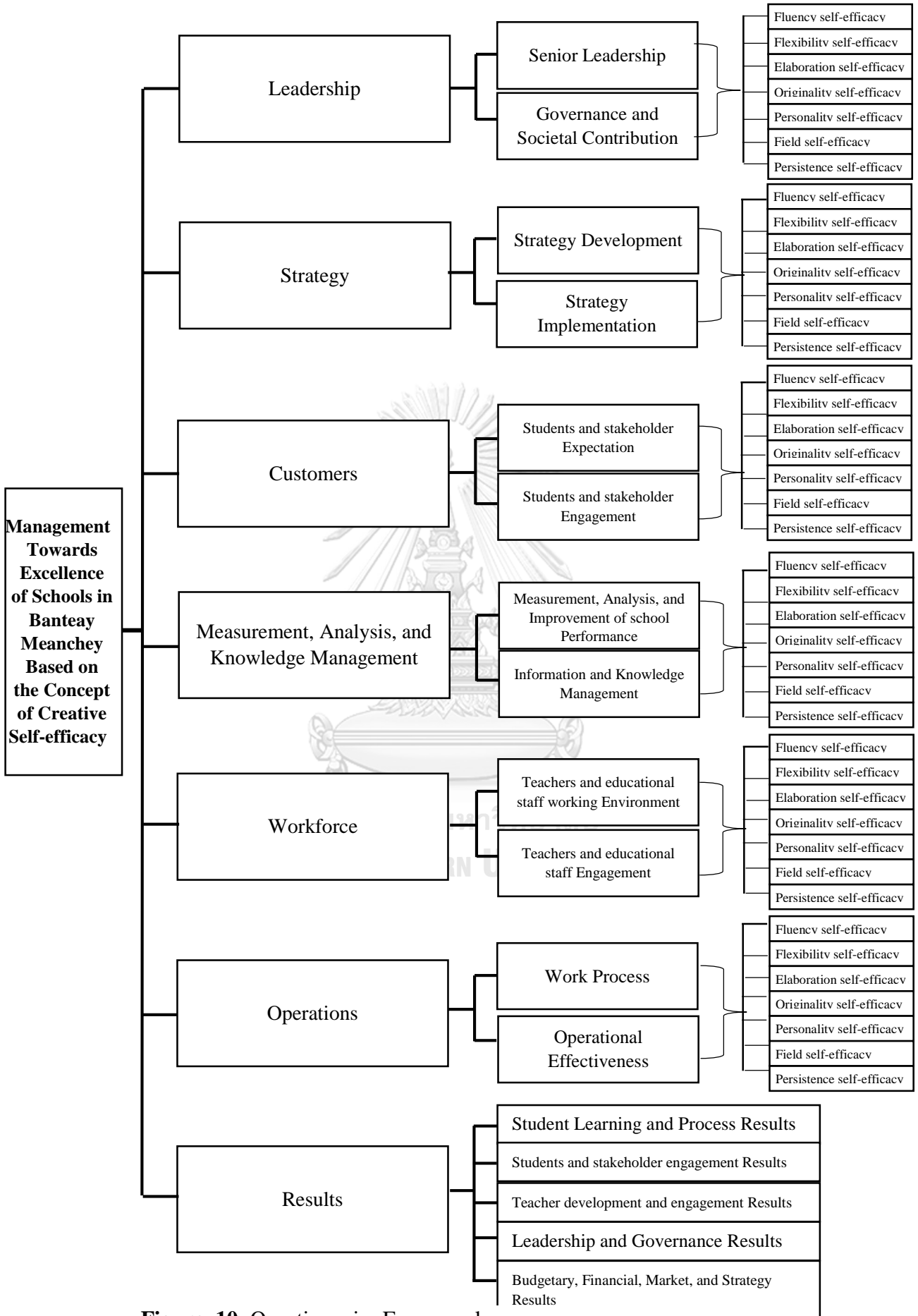


Figure 10: Questionnaire Framework

(3) Proposed the questionnaire to the advisor and co-advisor for checking and correcting (language used and consistency)

(4) Adjusted the questions and questionnaire based on the comments and suggestions from the advisor and co-advisor

(5) Proposed the revised questionnaire to the six selected experts for Content validity evaluation (check both content and language used)

(6) Revised the questions and questionnaire based on the comments and suggestions of the experts.

(7) Calculated the result of content validity checking for finding out the value of IOC by using Rovaniie and Hambelton's formula as:

Formula $IOC = \frac{\sum R}{n}$

IOC refers to Item Objective Congruence between -1 to +1

$\sum R$ refers to the total result of expert comments

n refers to the number of all experts

If the scoring principle

+1 be sure all the questions in the questionnaire are consistent with the content

0 not sure that all questions in the questionnaire are compatible with the content to measure

- 1 be sure all the questions in the questionnaire are inconsistent with the content to measure

The results were translated as follows: the items that score lower than 0.5 must be revised, and those that score higher than 0.5 are reserved.

When the results from the six selected experts were calculated, each questionnaire item valued from 0.66 to 1.00 was selected for the next study step. There were not any items removed.

(8) Brought the Content Validity analysis results to discussion with advisors and co-advisor, then revise the questionnaire to make the final version of the questionnaire

(9) Brought the final version of the questionnaire to Try Out with 30 people (teachers that were not in the group of the research informants). The instrument's reliability was determined to ensure that the responses collected through the questionnaire were reliable and consistent.

The reliability value of the instruments was calculated by Cronbach's Alpha Value, ruled by George and Mallery (2003).

A number for the Cronbach's Alpha ranges from 0 to 1. The closer an item's internal consistency is near 1, the more reliable it is within the scale. According to George and Mallery (2003), Cronbach's Alpha values of 0.90 and above suggest excellent internal consistency, 0.80 and higher is good, 0.70 and higher is acceptable, 0.60 and higher is questionable, 0.50 and higher is poor, and 0.50 and lower is unsatisfactory.

Table 9: Questionnaire Framework

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.90$	Excellent
$\alpha \geq 0.80$	Good
$\alpha \geq 0.70$	Acceptable
$\alpha \geq 0.60$	Questionable
$\alpha \geq 0.50$	Poor
$\alpha < 0.50$	Unacceptable

Source: George and Mallery (2003) cited in Saidi and Siew (2019)

Table 10: The Reliability results of the research instrument

Components	Cronbach's Alpha	Result
The Result of management towards excellence of schools		
1. Students Learning	0.889	Good
2. Students and Stakeholder engagement	0.639	Questionable
3. Teacher development and engagement	0.806	Good
4. Leadership and governance	0.739	Acceptable
5. Budget and financial management	0.768	Acceptable
Total	0.939	Excellent
The Process of management towards excellence of school to enhance students' creative self-efficacy		
1. Leadership	0.958	Excellent
2. Strategy	0.967	Excellent
3. Students and Stakeholders	0.965	Excellent
4. Measurement, Analysis, and Knowledge Management	0.969	Excellent
5. Workforce	0.978	Excellent
6. Operation	0.978	Excellent
Total	0.994	Excellent
Overall	0.994	Excellent

Based on the above table, it was discovered that all the components in both the parts of Result and Process of management towards excellence of schools had the Cronbach's Alpha value higher than 0.60, which could be interpreted as all are acceptable for the next step, data collection.

Most components were excellent, acceptable, and good. With the “Students’ and stakeholders’ engagement” component, the researcher chose to revise the sentence by changing some word order in Khmer to make it sounds short and easy to understand. The overall value of the Cronbach’s Alpha was 0.994, which shows that the instrument or questionnaire was highly reliable for the study.

(11) Developed the questionnaires for the data collection process

2.1.3) Data collection

Collecting the data of the current and desired state of results and process of developing management toward excellence of schools in Banteay Meanchey based on the concept of Creative Self-Efficacy went through the below procedures:

(1) Requested the official letter from the Faculty of Education of Chulalongkorn University and the MoEYS in Cambodia and asked for research cooperation from the Provincial Office of Education, Youth, and Sport, Banteay Meanchey. Afterward, the researcher contacted school principals for more information and informing.

(2) Went to the target schools to collect data related to the current and desirable state of the results and process of developing management toward school excellence in Banteay Meanchey based on the concept of creative self-efficacy.

(3) Collected and checked the questionnaire completed before starting the data analysis.

2.1.4) Data analysis

The informants’ responses to the questionnaire were analyzed as follows:

Part 1: Demographic information of informants such as gender, age, highest educational qualification, position, and working experience will be analyzed using descriptive statistics: frequency and percentage.

Part 2 &3: The result and process of the current and desirable state of developing management toward excellence of schools in Banteay Meanchey were analyzed using Mean and Standard Deviation. The criteria for interpreting the Mean score are as follows (John W.Best.1981):

Mean values are translated as follows,

- 4.50 – 5.00 refers to the highest level of current /desirable states
- 3.50 – 4.49 refers to the high level of current/ desirable states
- 2.50 – 3.49 refers to the moderate level of current/desirable states
- 1.50 – 2.49 refers to the low level of current/ desirable states
- 1.00 – 1.49 refers to the lowest level of current/ desirable states

Part 4: Suggesting and recommendations were analyzed by using frequency and content analysis

Step 2.2) Analyze the Priority Needs (PNI_{modified}) of the result and process for developing management toward excellence based on creative self-efficacy in Banteay Meanchey by using

2.2.1) Resource

The results of current and desirable state for developing management toward excellence of school Banteay Meanchey based on the concept of creative self-efficacy

2.2.2) Data analysis

Analyzed the priority of needs value from the finding of result and process of current and desired states for developing management toward excellence by taking the Mean values to calculate to find (PNI_{modified}) value.

Modified Priority Need Index (PNI_{modified}) is symbolled by Nonglak Wiratchai and Suwimon Wongwanich to measure the priority needs of each dimension (Wongwanich, 2015, p.279)

$$\text{PNI}_{\text{modified}} = \frac{(I-D)}{D}$$

Modified Priority needs index (PNI_{modified})

If **PNI** is at a very high level, there is a higher need to be developed.

I (Importance): represents the level of the desired state of management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

D (Degree of success): represents the level of current states management toward excellence of schools in Banteay Meanchey based on the idea of creative self-efficacy

Phase 3: Propose the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

Step 3.1) Order the rank of priority of need of the result and process of developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

3.1.1) Resource of information

The order of the priority needs of the result and process of developing management toward excellence of schools in Banteay Meanchey to enhance creative self-efficacy (from the previous stage 2.2.2))

3.1.2) Data analysis

The priority needs value of the management towards excellence of schools to enhance students' creative self-efficacy from the previous stage was taken to order in the rank that went from very high value to low value of PNI modified.

Step 3.2) Draft the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

3.2.1) Resource

The order of priority needs of the Results and Process of developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

3.2.2) The drafted approaches

The approaches were drafted based on the value of priority needs of Result and Process of developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy and the suggestion and recommendation (part 4 of the questionnaire) from informants. The researcher developed the first drafted approaches. It consisted of main approaches, sub-approaches, and methods.

Step 3.3) The evaluation of the suitability and suitability of the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (by experts)

3.3.1) Informants

Seven selected experts evaluated the suitability and feasibility of the drafted "Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy". All the chosen experts met the following criteria:

- (1) Master or Ph.D. degree
- (2) Experience at least five years in relevant fields.

3.3.2) Research instrument and research

The research instrument used in this stage is the suitability and feasibility evaluation form of the drafted “Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy”.

3.3.3) Conducting the suitability and feasibility evaluation form

The suitability and feasibility evaluation form of drafted “Approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy” prepared through the following steps:

- (1) Studied the results from the questionnaire, the rank of the priority needs; and revised the related document, theory, and related research, then drafted “Approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy”.

- (2) Proposed the drafted “Approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy” to the thesis advisor and co-advisor for correction and comments

- (3) Proposed the revised the approaches to the seven experts to evaluate the suitability and feasibility of the drafted the approaches. The evaluation was in the form of rating scales (5 levels rating scale). The scoring guide is as follows:

5 refers to the suitability/feasibility of the approach is at the highest level

4 refers to the suitability/feasibility of the approach is at the high level

3 refers to the suitability/feasibility of the approach is at the moderate level

2 refers to the suitability/feasibility of the approach is at the low level

1 refers to the suitability/feasibility of the approach is at the lowest level

3.3.4) Data collection

The data for evaluating the suitability and feasibility of the drafted “Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy” is collected through the following processes. The researcher

(1) Requested the official letter from the faculty of education of Chulalongkorn University

(2) Emailed the suitability and feasibility evaluation form, the related information, and the letter from the university to the experts

(3) Collected the evaluation results from all experts through email

(4) Collected and analyzed the evaluation results, then adjusted the approaches based on the comments and suggestions from the experts.

3.3.5) Data analyze

The research used means, standard deviation, and content analysis to analyze the suitability and feasibility of the drafted approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy.

The ranges of the mean score are translated as follows:

4.51- 5.00: the highest level of suitability and feasibility

3.51- 4.50: the high level of suitability and feasibility

2.51-3.50: the moderate level of suitability and feasibility

1.51- 2.50: the low level of suitability and feasibility

0.51- 1.50: the lowest level of suitability and feasibility

Step 3.4) Propose the approaches for developing management toward excellence for schools in Banteay Meanchey to enhance students' creative self-efficacy

After adjusting the approaches based on the experts' evaluation and suggestions, the researcher brought the approaches to further discussion with the advisor and co-advisor. Then the researcher made another revision based on their comments. The complete Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy were published.

To respond to the three objectives of the study, the research processes went across three phases. Each phase contains steps as shown in the following table:

Table 11: The Research Design in each objective and phase

Objectives	Research Processes	Research Design			Results
		SD	MD	AD	
1. To study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey (BMC) based on the concept of creative self-efficacy	Phase 1: Study the conceptual framework of developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.				
	Step 1.1: Draft the conceptual framework for developing management towards excellence of schools based on creative self-efficacy	A related concept, theories, literature, and research studies	Synthesis table	Content analysis	The first drafted conceptual framework of management towards excellence of school in BMC based on the concept of creative self-efficacy
	Step 1.2: Evaluate and confirm the conceptual framework of the study by experts	Four experts	(Draft) Conceptual framework evaluation form	Frequency and content analyze	The Revised and second draft of the conceptual framework
	Step 1.3: finalize the conceptual framework	Advisor and co-advisor	The second draft of the framework	-	The final conceptual framework for management towards excellence of school in Banteay Meanchey based on the concept of creative self-efficacy

Objectives	Research Processes	Research Design			Research Design
		SD	SD	SD	
2. To study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy	Phase 2: Study the priority needs for developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy				
	Step 2.1. Study the current and desired states of the Result and Process for developing management towards excellence of schools in BMC based on the concept of creative self-efficacy	Population: 30 high schools in BMC Sample: 28 High Schools Informants: 215 1) 27 school directors 2) 34 deputy directors 3) 154 teachers	Questionnaires consist P.1. Demographic data of informants P.2. The current and desirable state of Results of the school management P.3. The current and desired state of the Process of management P.4. recommendation	P.1: Frequency and percentage P.2&3: Mean (\bar{X}) and standard deviation (SD) P 4: Content analysis	The current and desired stated Result and Process of developing management towards excellence of schools in BMC based on the concept of creative self-efficacy
	Step 2.2. Study the priority of need for developing management towards excellence of schools in BMC based on the concept of creative self-efficacy	The result of current and desired states for developing management towards excellence	-	PNI _{modified} values	The priority needs for developing management towards excellence of schools in BMC based on the concept of creative self-efficacy

Objectives	Research Processes	Research Design			Results
		SD	MD	AD	
3. To propose approaches for developing management towards excellence of schools in BMC to enhance students' creative self-efficacy	Phase 3: Propose the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy				
	Step 3.1. Order the rank of the priority needs for developing management towards excellence of schools in BMC	Resource: The priority needs values of the Result and Process of management towards excellence of schools in BMC	-	-	The order of the priority needs of the Results and Process for developing management towards excellence of schools to enhance students' creative self-efficacy
	Step 3.2. (Draft) the approaches	Resource: The order of priority needs	-	-	Drafted Approaches
	Step 3.3. Evaluate the feasibility and suitability of drafted approaches	Informant:7 experts	Suitability and feasibility evaluation form	- Mean - SD - Content analysis	The feasibility and suitability of drafted approaches for developing management towards excellence of school in BMC
	Step 3.4. Propose approaches for developing management towards excellence of schools in Banteay Meanchey	Results of the suitability and feasibility evaluation of the drafted approaches	-	-	Approaches for developing management towards excellence of schools in BMC to enhance students' creative self-efficacy

CHAPTER 4

Research Results

In this chapter, it describes the results of the data analysis of the study, “Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy,” under the three main objectives: (1) To study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy (2) To study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. (3) To propose approaches for developing management towards schools excellence in Banteay Meanchey based on creative self-efficacy. In this chapter, the findings were described as follows,

4.1. The Conceptual Framework for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Student’s Creative Self-Efficacy

4.1.1. The drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.1.2. The evaluation of the suitability of the drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.1.3. The final conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.2. The priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.2.1. The Demographic Data of the informants

4.2.2. The priority needs of the Results criterion of management towards excellence of school in Banteay Meanchey based on the concept of creative self-efficacy

4.2.2. The current and desirable state of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.2.3. The priority needs for developing management towards excellence of school in Banteay Meanchey to enhance students’ creative self-efficacy

4.3. The Proposed approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

4.3.1. The drafted approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

4.3.2. The Evaluation of suitability and feasibility of the drafted approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

4.3.3. The final approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

4.1. The Conceptual Framework for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Student's Creative Self-Efficacy

To develop the study's conceptual framework, the researcher went across many steps as finding out data related to creative self-efficacy and management towards excellence. After getting data related to the two concepts, the researcher synthesized and adopted the conceptual framework of management towards excellence and creative self-efficacy and brought them to the experts for further evaluation and confirmation. Each step was described as follows,

4.1.1. The drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy.

The drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy was conducted by reviewing the literature review, theories, and research related to management towards excellence of schools and creative self-efficacy. Then, the researcher synthesized the elements that are the components of each concept and drafted the conceptual frameworks for the study. Having prepared the frameworks, the researcher brought them to discuss with the advisor and co-advisor for more comments and advice to improve. Finally, the researcher reached the first draft of the conceptual framework for the study (Figure 11).

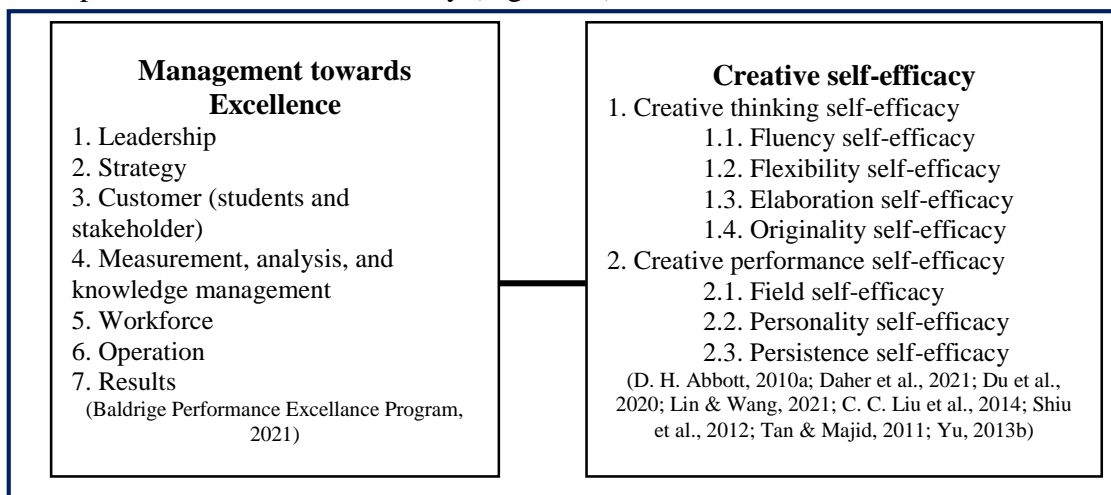


Figure 11: The Drafted Conceptual Framework

4.1.2. The evaluation of the suitability of the drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The evaluation of the suitability of the drafted conceptual framework was done to ensure that the drafted conceptual framework is effective and suitable enough for the next steps of the study that worked on High schools in Banteay Meanchey province, Cambodia. The researcher brought the drafted conceptual framework to four experts for further evaluation and confirmation. The selected experts are from different fields, as shown in table 4-1. All experts contain a Master's degree or Ph.D. degree and have more than five years of working experience.

Table 12: Experts for evaluating the conceptual framework

Field of Expert	Number of experts
1. Creative self-efficacy	1
2. Excellence Management (education)	1
3. Educational psychology	1
4. School Management	1
Total	4

Table 12 shows that the four experts that took part in evaluating the suitability of the drafted conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy come from four different fields: one expert in creative self-efficacy, one expert in management towards excellence, one expert in educational psychology, and another expert in school management. All four selected experts know the educational system and school education in Cambodia.

Table 13: The suitability evaluation of the conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

Dimensions	Suitable	Need Improvement	Not Suitable
	Frequency	Frequency	Frequency
Management Towards Excellence			
1. Leadership	4	-	-
1.1. Senior leadership	4	-	-
1.2. Governance and societal contribution	4	-	-
2. Strategy	4	-	-
2.1. Strategy development	4	-	-
2.2. Strategy implementation	4	-	-
3. Customer (Students and stakeholders)	4	-	-
3.1. Students' and stakeholders' expectations	4	-	-
3.2. Students' and stakeholders' engagement	4	-	-

Dimensions	Suitable	Need Improvement	Not Suitable
	Frequency	Frequency	Frequency
4 Measurement, analysis, and knowledge management	4	-	-
4.1. Measurement, analysis, and improvement of school performance	4	-	-
4.2. Information and knowledge management	4	-	-
5 Workforce (Teachers and Educational Staff)	4	-	-
5.1. Teachers' and educational staffs' working environment	4	-	-
5.2 Teachers' and educational staffs' engagement	4	-	-
6. Operation	4	-	-
6.1. Support and improvement process	4	-	-
6.2. Operational effectiveness	4	-	-
7. Results	4	-	-
7.1. Students' learning results	4	-	-
7.2. Students' and stakeholders' engagement results	4	-	-
7.3. Teacher development and engagement results	4	-	-
7.4. Leadership and governance results	4	-	-
7.5. Budget and financial management results	4	-	-
Creative self-efficacy			
1. Creative thinking self-efficacy	4	-	-
1.1. Fluency self-efficacy	4	-	-
1.2. Flexibility self-efficacy	4	-	-
1.3. Elaboration self-efficacy	4	-	-
1.4. Originality self-efficacy	4	-	-
2. Creative performance self-efficacy	4	-	-
2.1. Field self-efficacy	4	-	-
2.2. Personality self-efficacy	4	-	-
2.3. Persistence self-efficacy	4	-	-

The above table reveals that all the criteria of management towards excellence of the school and the dimensions of creative self-efficacy that were drafted by the researcher are suitable and nicely accepted for the study's next step.

As a result, the management towards excellence of school consists of seven critical criteria: Leadership; Strategy; Customer (student and stakeholder); Measurement, Analysis, and Knowledge Management; Workforce (teachers and educational staff); Operation; and Results.

The dimension of creative self-efficacy consists of creative thinking self-efficacy and creative performance self-efficacy. Creative thinking self-efficacy has four sub-dimensions as fluency, flexibility, elaboration, and originality self-efficacy. Creative performance self-efficacy has three sub-dimensions: field, personality, and persistence self-efficacy.

4.1.3. The final conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

According to the results of the suitability evaluation of the four experts and the discussion with the advisor and co-advisor, the complete conceptual framework for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy was defined in the following figure (Figure 12),

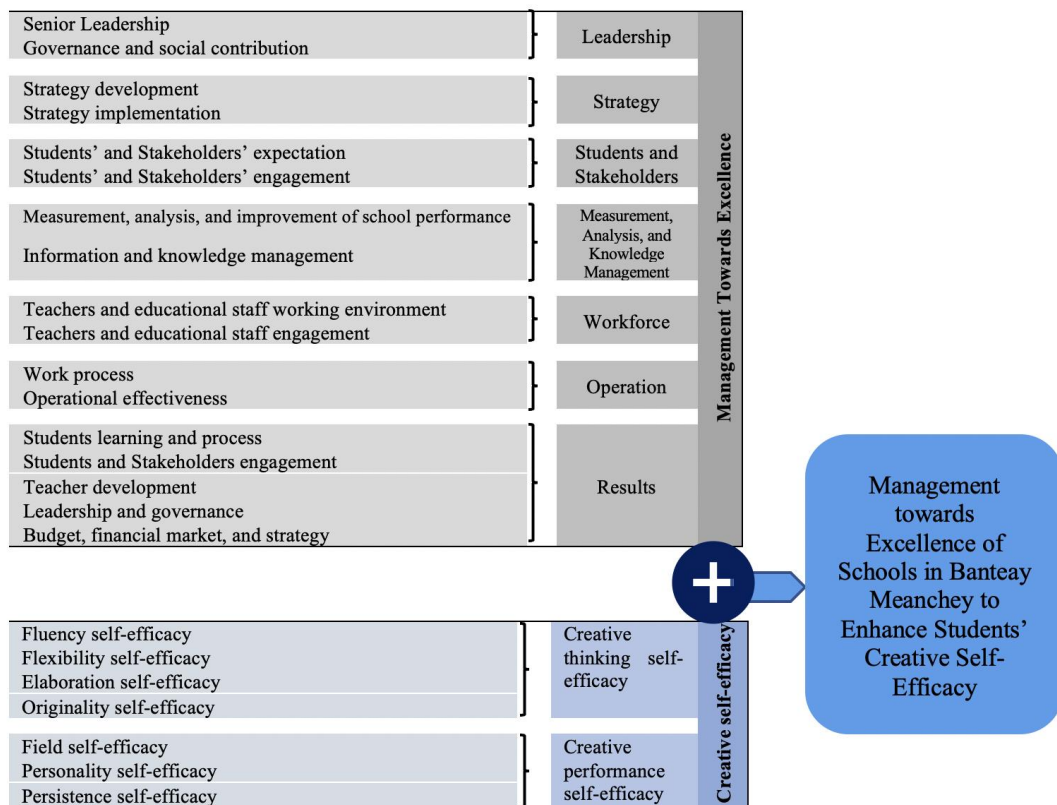


Figure 12: Conceptual framework for developing management towards excellence of schools to enhance students' creative self-efficacy

Figure 12 shows that to lead management towards excellence in schools, schools need to plan and evaluate all the seven main criteria: Leadership; Strategy; Students and Stakeholders; Measurement, Analysis, and Knowledge Management; Workforce; Operation; and Results.

Schools must pay attention to senior leadership, governance, and societal contributions in the Leadership criterion. The Strategy criterion is associated with the strategy development and implementation processes. The students and stakeholder criterion are related to both expectation and engagement of students and stakeholders in/about school. Measurement, Analysis, and Knowledge Management criterion is related to the measurement, analysis, and improvement of school performance; and information and knowledge management. The Workforce criterion is related to

teachers and educational staff's working environment and engagement in school. The Operation criterion is associated with the work process and operational effectiveness. The last criterion, Results, is related to the result of student learning and process; engagement of students and stakeholders; teacher development; leadership and government; and budget, financial market, and strategy.

Creative self-efficacy contains two main dimensions: creative thinking self-efficacy and creative performance self-efficacy. Creative thinking self-efficacy consists of fluency, flexibility, elaboration, and originality self-efficacy. And the creative performance self-efficacy consists of field, personality, and persistence self-efficacy.

From the literature review, the evaluation and recommendation of the four experts, and the suggestion of the advisor and co-advisor; each component was defined as follows,

Table 14: The description of each criterion, sub-criterion, dimension, and sub-dimension

The Key Terms	Description
Management toward Excellence	the leadership and management of school that enable school to obtain superior performance and a quality education system for students, parents, and the whole community. Management toward excellence consists of seven criteria as leadership; strategy; customers (students and stakeholders); measurement, analysis, and knowledge management; workforce (teachers and educational staff); operations; and results
Leadership	senior leadership, and governance and school contribution to the society around.
Senior Leadership	the ways the school director leads the school processes (setting vision, mission, school activity or program, etc.) toward the set goal and increases students learning outcomes.
Governance and social contribution	the ways school director manages the school processes and make some contribution or involvement with the society around the school.
Strategy	school strategy development and implementation
Strategy development	the ways the school director leads the process of setting school strategic objective and development plans
Strategy implementation	the ways the school director implements, monitors, and evaluates the school strategies and plans to achieve the school vision.
Customers (students and stakeholders)	students and all stakeholder expectations and engagement
Students and stakeholder expectations	the ways school director listens to students' and stakeholders' opinions and needs, and uses the data or information to develop the response strategy and action plans
Students and	the ways school director builds a good relationship with

The Key Terms	Description
stakeholder engagement	students and stakeholders to get their satisfaction and engagement in the school processes and learning activities
Measurement, analysis, and knowledge management	the measurement, analysis, and improvement of school performance; and information, knowledge, and technology management.
Measurement, analysis, and improvement of school performance	the ways the school director measures and analyzes school performance and resources to meet the need of teachers, educational staffs, and school operations
Information and knowledge management	the ways school directors use the digital platform to manage and update the school's information, knowledge, and technology system
Workforce	teachers and educational staff working environment and engagement
Teachers and staff working environment	the ways school director develops the knowledge and skill of teachers and educational staff to respond to the need of teaching in the 21 st century and industrial revolution 4.0.
Teachers and educational staff engagement	the ways school director promotes teachers and educational staff engagement in school development and high-performance processes.
Operation	the work process and operational effectiveness.
Work process (support and improvement process)	the ways school director leads the day-to-day work operation to respond to the school vision.
Operational effectiveness	the ways school director uses to ensure effective management and a safe school environment.
Result	the results of school's performance and improvement in all parts. It focuses on the results of student learning, student and stakeholder engagement, teacher development and engagement; leadership and governance; and budget and financial.
Students' learning and process result	the result of students' achievement (related to creative self-efficacy) in each academic year.
Students' and stakeholders' engagement result	the results of students and stakeholder satisfaction and engagement in teaching, learning, and school management process; and their involvement in providing fund support in teaching, learning, and school development processes.
Teachers' development result	the result of teachers' collaboration and professional learning community in developing teaching methodology, knowledge skills, and creativity.

The Key Terms	Description
Leadership and governance result	the result of a closed and robust relationship between teachers, students' families, and the community to improve student learning outcomes.
Budget, financial market, and strategy results	the result of allocating funds and controlling expenditure plan and record in school.
Creative self-efficacy	the belief student has in his/her own ability to produce or perform the given task and persist the difficulty creatively to make novel and valuable ideas or product. Creative self-efficacy consists of creative thinking and creative performance self-efficacy.
Creative thinking self-efficacy	the belief student has in his/ her own ability to think of original and innovative thinking and solutions. It consists of fluency, flexibility, elaboration, and originality self-efficacy.
Fluency self-efficacy	the belief student has in his/ her own ability to generate a variety of reasonable ideas or solutions, reach various conclusions, have a good imagination, and consider multiple responses to a challenging task or circumstance.
Flexibility self-efficacy	the belief student has in his/ her own ability to come up with various answers or responses; reply to a topic or problem in multiple ways, within each original and unique form; and think of different ideas while working on an issue.
Elaboration self-efficacy	the belief student has in his/ her own ability to make a wild idea sound normal and logical by linking it with the knowledge he or she has learned and to tell others about his/her dreams.
Original self-efficacy	the belief student has in his/ her own ability to be the first in a group or class to develop a novel solution, think of fresh noteworthy ideas before others, and come up with ideas others have not.
Creative performance self-efficacy	the belief student has in his/ her own ability to express his/her creative performance. It consists of a field, personality, and persistence self-efficacy.
Field self-efficacy	the belief student has in his/ her own capacity to create a creative idea or something that others will choose and persuade others that his/her idea, concept, or product is the most excellent fit.
Personality self-efficacy	the belief student has in his/ her own capacity to drive him/herself to come up with new ideas, enjoy unique views

The Key Terms	Description
	he/she learned from others, and keep thinking about things even after he/she has spent much time on them.
Persistence self-efficacy	the belief student has in his/ her own capacity to retain a strong desire to acquire knowledge, teach him/herself new things and check the development regularly, and persistence in the face of challenge or negative feedback.

4.2. The Priority Needs for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy

This section presents the informants' information in the study and the value of the current and desirable state and priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy.

4.2.1. The Demographic Data of the informants

The data in the study were collected from 215 informants who were directors, deputy directors, and teachers in high schools in Banteay Meanchey province.

Table 15: Demographic data of informants in the study

Demographic information		Director	Deputy Director	Total Teachers	Teachers of										Total	
					Math	Khmer Literature	Physics	Chemistry	Biology	Earth Science	English	History	Geography	Economics		Morality
1. Gender																
1) Female	Count	1	6	65	4	4	5	9	10	4	2	8	8	4	7	72
	%	0.5	2.8	30.2	1.9	1.9	2.3	4.2	4.7	1.9	0.9	3.7	3.7	1.9	3.3	33.5
2) Male	Count	26	28	89	10	10	9	5	4	10	12	6	6	10	7	143
	%	12.1	13	41.4	4.7	4.7	4.2	2.3	1.9	4.7	5.6	2.8	2.8	4.7	3.3	66.5
Total	Count	27	34	154	14	14	14	14	14	14	14	14	14	14	14	215
	%	12.6	15.8	71.6	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	100
2. Age																
1) 30 or less	Count	-	2	43	4	3	4	6	6	2	4	3	5	1	5	45
	%	-	0.9	20.0	1.9	1.4	1.9	2.8	2.8	0.9	1.9	1.4	2.3	0.5	2.3	20.9
2) 31-35 years	Count	-	2	43	2	1	4	4	5	4	2	4	5	9	3	45
	%	-	0.9	20.0	0.9	0.5	1.9	1.9	2.3	1.9	0.9	1.9	2.3	4.2	1.4	20.9
3) 36-40 years	Count	-	5	43	6	4	4	4	0	5	6	5	3	2	4	48
	%	-	2.3	20.0	2.8	1.9	1.9	1.9	0.0	2.3	2.8	2.3	1.4	0.9	1.9	22.3
4) 41-45 years	Count	10	6	18	1	3	2	-	1	2	2	2	1	2	2	34
	%	4.7	2.8	8.3	0.5	1.4	0.9	-	0.5	0.9	0.9	0.9	0.5	0.9	0.9	15.8
5) 46-50 years	Count	8	7	5	1	2	-	-	1	1	-	-	-	-	-	20
	%	3.7	3.3	2.3	0.5	0.9	-	-	0.5	0.5	-	-	-	-	-	9.3
6) More than 50 years	Count	9	12	2	-	1	-	-	1	-	-	-	-	-	-	23
	%	4.2	5.6	0.9	-	0.5	-	-	0.5	-	-	-	-	-	-	10.7
Total	Count	27	34	154	14	14	14	14	14	14	14	14	14	14	14	215
	%	12.6	15.8	71.6	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	6.5	100
3. Degree																
1) Master	Count	14	4	14	2	1	-	1	-	1	3	-	2	4	-	32
	%	6.5	1.9	6.5	0.9	0.5	-	0.5	-	0.5	1.4	-	0.9	1.9	-	14.9

Demographic information		Director	Deputy Director	Total Teachers	Teachers of											Total
					Math	Khmer Literature	Physics	Chemistry	Biology	Earth Science	English	History	Geography	Economics	Morality	
2) Bachelor	Count	9	28	127	12	12	13	11	12	11	11	14	11	10	10	164
	%	4.20	13.00	59.10	5.60	5.60	6.00	5.10	5.60	5.10	5.10	6.50	5.10	4.70	4.70	76.30
3) Associate	Count	-	-	1	-	-	-	-	-	-	-	1	-	-	1	
	%	-	-	0.50	-	-	-	-	-	-	-	0.50	-	-	0.5	
4) High School Degree	Count	4	2	8	-	1	1	2	2	2	-	-	-	-	4	18
	%	1.90	0.90	5.60	-	0.50	0.50	0.90	0.90	0.90	-	-	-	-	1.90	8.40
Total	Count	27	34	154	14	14	14	14	14	14	14	14	14	14	14	215
	%	12.60	15.80	71.60	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	100
4. Experience																
1) Less than one year	Count	-	5	-	-	-	-	-	-	-	-	-	-	-	-	5
	%	-	2.30	-	-	-	-	-	-	-	-	-	-	-	-	2.30
2) 1-5 years	Count	3	9	44	3	3	4	5	4	1	5	3	7	4	5	56
	%	1.40	4.20	20.40	1.40	1.40	1.90	2.30	1.90	0.50	2.30	1.40	3.30	1.90	2.30	26.00
3) 6-10 years	Count	11	4	39	2	1	3	6	6	5	2	4	3	4	3	54
	%	5.10	1.90	18.1	0.90	0.50	1.40	2.80	2.80	2.30	0.90	1.90	1.40	1.90	1.40	25.10
4) 11-15 years	Count	4	5	34	6	3	1	1	1	3	4	4	3	4	4	43
	%	1.90	2.30	15.80	2.80	1.40	0.50	0.50	0.50	1.40	1.90	1.90	1.40	1.90	1.90	20.00
5) 16-20 years	Count	3	3	23	2	3	5	2	1	3	2	2	-	1	2	29
	%	1.40	1.40	10.70	0.90	1.40	2.30	0.90	0.50	1.40	0.90	0.90	-	0.50	0.90	13.50
6) 21-25 years	Count	1	1	11	1	3	1	-	-	2	1	1	1	1	-	13
	%	0.50	0.50	5.00	0.50	1.40	0.50	-	-	0.90	0.50	0.50	0.50	0.50	-	6.00
7) 26-30 years	Count	2	1	2	-	-	-	-	2	-	-	-	-	-	-	5
	%	0.90	0.50	0.90	-	-	-	-	0.90	-	-	-	-	-	-	2.30
8) more than 30 years	Count	3	6	1	-	1	-	-	-	-	-	-	-	-	-	10
	%	1.40	2.80	0.50	-	0.50	-	-	-	-	-	-	-	-	-	4.70
Total	Count	27	34	154	14	14	14	14	14	14	14	14	14	14	14	215
	%	12.60	15.80	71.60	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	6.50	100

Table 15 shows that there were 27 school directors, 34 deputy directors, and 154 teachers. The 154 teachers consisted of teachers of mathematics, Khmer literature, physics, chemistry, biology, earth science, English language, history, geography, economics, and morality. There were 14 teachers for each subject.

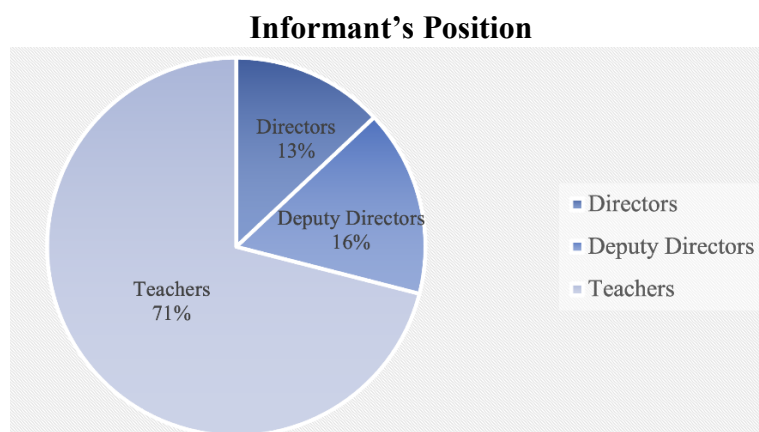


Figure 13: The position of the informants

Figure 13 shows that of a total of 215 informants, 13% (27 informants) were school directors, 16% (34 informants) were deputy directors, and 71% (154 informants) were teachers.

Informant's gender

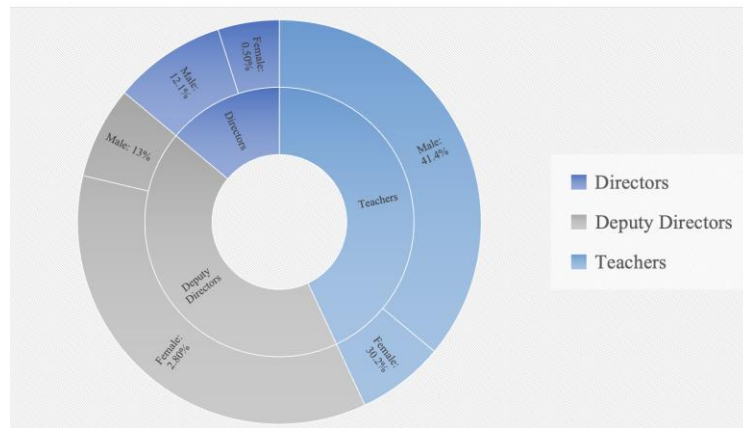


Figure 14: The gender of the informants

Figure 14 shows the gender of the informants. Of school director informants, 0.5% are female, and 12.1% are male.

Deputy director informants are 2.8% female and 13% male.

Teacher informants are 30.2% female and 41.4% male.

Informant's age

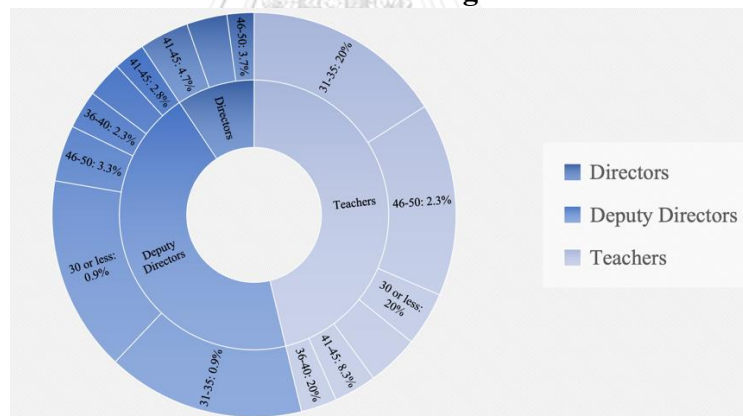


Figure 15: The age of the informants

The school director informants aged from 41-45 years old (4.7%), 46-50 years old (3.7%), and more than 50 years old (4.2%).

Deputy Director informants aged 30 or less than 30 (0.9%), 31-35 years old (0.9%), 36-40 years old (2.3%), 41-45 years old (2.8%), 46-50 years old (3.3%) and more than 50 years old (5.6%).

Teacher informants aged 30 or less than 30 (20%), 31-35 years old (20%), 36-40 years old (20%), 41-45 years old (8.3%), 46-50 years old (2.3%) and more than 50 years old (0.9%)

Informant's Degree



Figure 16: The educational qualification of the informants

For the educational qualification, school director informants hold Master's degrees (6.5%), Bachelor's degrees (4.2%), and High school degrees (1.9%).

Deputy Director informants hold Master's degrees (1.9%), Bachelor's degrees (13%), and High school degrees (0.9%).

Teacher informants hold Master's degrees (6.5%), Bachelor's degrees (59.1%), Associate degrees (0.5%), and High school degrees (5.6%).

Informant's Experience

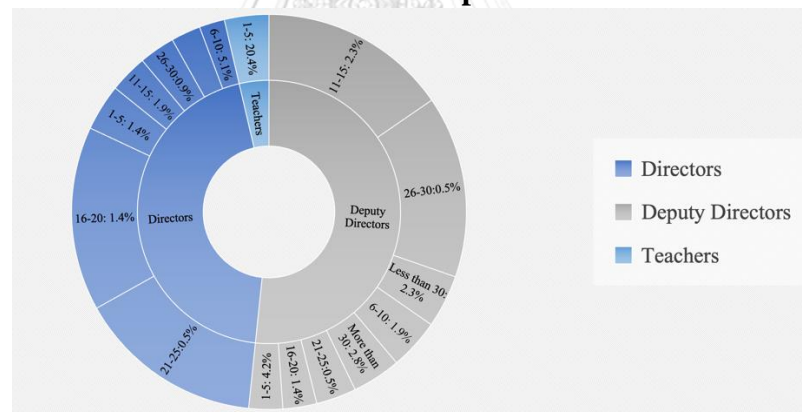


Figure 17: Working experience of the informants

For the working experience, school director informants have experience in his position from 1-5 years (1.4%), 6-10 years (5.1%), 11-15 years (1.9%), 16-20 years (1.4%), 21-25 year (0.5%), 26-30 years (0.9%), and more than 30 years (1.4%).

Deputy Director informants have experience in his position less than 1 year (2.3%), 1-5 years (4.2%), 6-10 years (1.9%), 11-15 years (2.3%), 16-20 years (1.4%), 21-25 year (0.5%), 26-30 years (0.5%), and more than 30 years (2.8%).

Teacher informants have experience in his position from 1-5 years (20.4%), 6-10 years (18.1%), 11-15 years (15.8%), 16-20 years (10.7%), 21-25 year (5.0%), 26-30 years (0.9%), and more than 30 years (0.5%).

4.2.2. The current and desirable states, and priority needs for developing management towards excellence of school in Banteay Meanchey to enhance students' creative self-efficacy: The Results Criterion

In the management towards excellence of schools, the Results criterion is one of the essential criteria that reveals the outcome of the management processes in the schools. Results that were asked in the study were the Students Learning results, Students' and Stakeholders' Engagement results, Teachers' Development and Involvement results, Leadership and Governance result, and Budget and Financial Management result. The finding of the Results' sub-criteria was as follows,

Table 16: The current and desirable states, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Overall view of the Results criterion

	The Results of management towards excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Needs
		\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1	Students Learning	3.133	0.529	Moderate	4.177	0.555	High	0.333	2
2	Students' and Stakeholders' Engagement	3.198	0.697	Moderate	4.313	0.643	High	0.349	1
3	Teacher Development and Engagement	3.451	0.675	Moderate	4.422	0.625	High	0.281	4
4	Leadership and Governance	3.472	0.742	Moderate	4.412	0.616	High	0.271	5
5	Budget and Financial Management	3.328	0.748	Moderate	4.342	0.642	High	0.305	3
	Total	3.316	0.582	Moderate	4.333	0.548	High	0.307	

Overall, Results for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy was at a moderate level ($\bar{X} = 3.316$, *S.D.* = 0.582) in the current state, while at high level ($\bar{X} = 4.333$, *S.D.* = 0.307) in the desirable state.

The current state of the sub-criteria of Results, Leadership and Governance result has the highest mean values ($\bar{X} = 3.472$, *S.D.* = 0.742), followed by Teacher Development and Engagement result ($\bar{X} = 3.451$, *S.D.* = 0.675), Budget and

Financial Management result ($\bar{X} = 3.328$, $S.D. = 0.748$), Students' and Stakeholders' Engagement result ($\bar{X} = 3.198$, $S.D. = 0.697$), and the Students Learning result has the lowest mean values ($\bar{X} = 3.133$, $S.D. = 0.529$).

The desirable state of the sub-criteria of Results, Teacher Development and Engagement result has the highest mean value ($\bar{X} = 4.422$, $S.D. = 0.625$), followed by the Leadership and Governance result ($\bar{X} = 4.412$, $S.D. = 0.616$), Budget and Financial Management result ($\bar{X} = 4.342$, $S.D. = 0.642$), Students' and Stakeholders' engagement result ($\bar{X} = 4.313$, $S.D. = 0.643$), and the Students Learning result has the lowest mean value ($\bar{X} = 4.177$, $S.D. = 0.555$).

The overall value of priority needs of the Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is $PNI_{Modified} = 0.307$. When considering each sub-criteria of the Results of management towards excellence of the school, the Students and Stakeholder Engagement result has the highest priority needs value ($PNI_{Modified} = 0.349$), followed by Students Learning result ($PNI_{Modified} = 0.333$), Budget and Financial Management result ($PNI_{Modified} = 0.305$), Teacher Development and Engagement result ($PNI_{Modified} = 0.281$), and Leadership and Governance result has the lowest priority needs value ($PNI_{Modified} = 0.271$).

Table 17: The current and desirable states, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: The view of items of the Results Criterion

The Results of management towards excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Needs
	\bar{X}	$S.D.$	Level	\bar{X}	$S.D.$	Level		
Students Learning								
1) Students can think creatively and express their original thought or opinion in class and with their team.	2.940	0.671	Moderate	4.014	0.607	High	0.365	2
2) Students can produce different kinds of responses and solutions in their learning and everyday activities	3.070	0.755	Moderate	4.107	0.692	High	0.338	4

The Results of management towards excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Needs
	\bar{X}	S. D.	Level	\bar{X}	S. D.	Level		
3) Students can find answers to their learning task with great novel ideas, process, or product	3.065	0.694	Moderate	4.093	0.691	High	0.335	5
4) Students are good at linking the new knowledge with what they have already known to make new ideas or decisions.	2.926	0.817	Moderate	4.088	0.765	High	0.397	1
5) Students enjoy involving in social activities.	3.363	0.842	Moderate	4.349	0.686	High	0.293	8
6) Students are brave to persist in the face of difficulty or negative feedback.	3.074	0.745	Moderate	4.144	0.775	High	0.348	3
7) Students continue their higher education after graduating from secondary level.	3.353	0.714	Moderate	4.349	0.733	High	0.297	7
8) Students are enthusiasm in lifelong learning process.	3.270	0.798	Moderate	4.274	0.745	High	0.307	6
Total	3.133	0.529	Moderate	4.177	0.555	High	0.333	
Students' and Stakeholders' Engagement								
9) Students are satisfied with the teaching and learning process.	3.535	0.722	High	4.460	0.654	High	0.262	3
10) Parents have good relationship with teachers to observe student's learning.	2.981	0.854	Moderate	4.209	0.790	High	0.412	1

The Results of management towards excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Needs
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
11) Parents and community participate in teaching and learning and the school process.	3.079	0.842	Moderate	4.270	0.725	High	0.387	2
Total	3.198	0.697	Moderate	4.313	0.643	High	0.349	
Teacher Development and Engagement								
12) Teachers join a team or professional learning community to develop creative teaching and teaching for creativity.	3.358	0.841	Moderate	4.433	0.719	High	0.320	1
13) Teachers provide emotional support to promote students' creative self-efficacy	3.516	0.748	High	4.428	0.699	High	0.259	3
14) Teachers provide autonomy support to promote students' creative self-efficacy.	3.479	0.772	Moderate	4.405	0.669	High	0.266	2
Total	3.451	0.675	Moderate	4.422	0.625	High	0.281	
Leadership and Governance								
15) Director shared the vision of promoting students' creative self-efficacy with teachers and stakeholders.	3.451	0.818	Moderate	4.447	0.652	High	0.289	1
16) Director gains confidence from parents, community, and society in managing school education	3.493	0.779	Moderate	4.386	0.680	High	0.256	2
Total	3.472	0.742	Moderate	4.412	0.616	High	0.271	
Budget and Financial Management								
17) School gains financial support from	3.163	0.857	Moderate	4.316	0.719	High	0.365	1

The Results of management towards excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Needs
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
stakeholders to develop teaching and learning and school development.								
18) School allocates and controls the schools' resources and fund to support students' creativity effectively.	3.493	0.831	Moderate	4.367	0.663	High	0.250	2
Total	3.328	0.748	Moderate	4.342	0.642	High	0.305	

Table 17 shows the value of each item's current, desirable state and priority needs in the sub-criteria of the Results criterion.

The finding reveals that the Students and Stakeholder Engagement result has the (first) highest priority needs value ($PNI_{Modified} = 0.349$). The item "Good Relationship between teachers and parents in observing students' learning" contains the highest priority need values ($PNI_{Modified} = 0.412$), and "Engagement of Students in teaching and learning process" contains the lowest value of priority need values ($PNI_{Modified} = 0.262$).

The second highest priority need is the Students Learning result ($PNI_{Modified} = 0.333$). The item "Students are good at linking the new knowledge with what they have already known to make new ideas or decisions" contains the highest priority needs values ($PNI_{Modified} = 0.397$), and "Students enjoy involving in social activities" contains the lowest priority needs values ($PNI_{Modified} = 0.293$).

The third highest priority needs is the Budget and Financial Management result ($PNI_{Modified} = 0.305$). The item "School gains financial support from stakeholders to develop teaching and learning and school development" contains the highest priority needs value ($PNI_{Modified} = 0.365$), and "School allocates and controls the schools' resources and funds to support students' creativity effectively" contains the lowest priority need values ($PNI_{Modified} = 0.250$).

The fourth highest priority need is the Teacher Development and Engagement result ($PNI_{Modified} = 0.281$). The item "Teachers join a team or professional learning community to develop creative teaching and teaching for creativity" contains the highest priority need values ($PNI_{Modified} = 0.320$), and "Teachers provide emotional support to promote students' creative self-efficacy" contains the lowest priority needs values ($PNI_{Modified} = 0.259$),

The lowest priority needs is the Leadership and Governance result ($PNI_{\text{Modified}} = 0.271$). Its item “Director shared the vision of promoting students’ creative self-efficacy with teachers and stakeholders” contains the highest priority value ($PNI_{\text{Modified}} = 0.289$), and “Director gains confidence from parents, community, and society in managing school education” contains the lowest priority need values ($PNI_{\text{Modified}} = 0.256$).

4.2.3. The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy: The view of Management Process

The finding below revealed the value of the current, desirable state, and the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy. The data described the six criteria of the (Management Process) for developing management towards excellence of schools: Leadership; Strategy; Students and Stakeholders; Measurement, Analysis, and Knowledge Management; Workforce (teachers and educational staff), and Operation.

Table 18: The current and desirable states, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Overall view of the Management Process

Management Towards Excellence of schools	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1 Leadership	3.430	0.632	Moderate	4.302	0.601	High	0.254	6
2 Strategy	3.346	0.670	Moderate	4.324	0.565	High	0.292	2
3 Students and Stakeholder	3.363	0.648	Moderate	4.309	0.573	High	0.281	4
4 Measurement, Analysis, and Knowledge Management	3.275	0.674	Moderate	4.274	0.580	High	0.305	1
5 Workforce	3.389	0.661	Moderate	4.330	0.610	High	0.278	5
6 Operation	3.318	0.630	Moderate	4.286	0.584	High	0.292	2
Total	3.354	0.612	Moderate	4.304	0.556	High	0.283	

Table 18 indicates that the overall view of the current state for developing management towards excellence of schools to enhance students’ creative self-efficacy is at a moderate level ($\bar{X} = 3.354$, $S.D. = 0.612$). When considering each criterion of developing management towards excellence of schools, the Leadership criterion has the highest mean values ($\bar{X} = 3.430$, $S.D. = 0.632$), followed by Workforce ($\bar{X} =$

3.389, $S.D. = 0.661$), Students and Stakeholder ($\bar{X} = 3.363$, $S.D. = 0.670$), Operation ($\bar{X} = 3.318$, $S.D. = 0.639$), and the Measurement, Analysis, and Knowledge Management criterion has the lowest mean values ($\bar{X} = 3.275$, $S.D. = 0.674$).

The overall view of the desirable state for developing management towards excellence of schools to enhance students' creative self-efficacy is at a high level ($\bar{X} = 4.304$, $S.D. = 0.556$). When considering each criterion of developing management towards excellence of schools in Banteay Meanchey, the Workforce criterion has the highest mean values ($\bar{X} = 4.330$, $S.D. = 0.610$), followed by Strategy ($\bar{X} = 4.324$, $S.D. = 0.565$), Students and Stakeholder ($\bar{X} = 4.309$, $S.D. = 0.573$), Leadership ($\bar{X} = 4.302$, $S.D. = 0.601$), and Measurement, Analysis, and Knowledge Management has the lowest mean values ($\bar{X} = 4.274$, $S.D. = 0.580$).

The overall view of the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is 0.283 ($PNI_{\text{Modified}} = 0.283$). When considering each criterion of developing management towards excellence of schools to enhance students' creative self-efficacy, the Measurement, Analysis, and Knowledge Management criterion ($PNI_{\text{Modified}} = 0.305$) has the highest level of priority need values. It is followed by Operation ($PNI_{\text{Modified}} = 0.292$), Strategy ($PNI_{\text{Modified}} = 0.292$), Students and Stakeholders ($PNI_{\text{Modified}} = 0.281$), Workforce ($PNI_{\text{Modified}} = 0.278$), and Leadership ($PNI_{\text{Modified}} = 0.254$) have the lowest level of priority need.

Table 19: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Leadership criterion

Leadership	Current State			Desirable State			PNI Value	The rank of priority needs
	\bar{X}	$S.D.$	Level	\bar{X}	$S.D.$	Level		
1 Senior Leadership	3.417	0.649	Moderate	4.306	0.610	High	0.260	1
2 Governance and Societal Contribution	3.443	0.689	Moderate	4.298	0.627	High	0.248	2
Total	3.430	0.632	Moderate	4.302	0.601	High	0.254	

Table 19 indicates the current state, desirable state, and the rank of the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Leadership criterion. The finding reveals that:

In the current state, the Governance and Societal Contribution sub-criterion has the highest mean values ($\bar{X} = 3.443$, $S.D. = 0.689$), and the Senior Leadership has the lowest mean value ($\bar{X} = 3.417$, $S.D. = 0.647$).

In the desirable state, the Senior Leadership sub-criterion has the highest mean values ($\bar{X} = 4.306$, $S.D. = 0.610$), and the Governance and Societal Contribution has the lowest mean value ($\bar{X} = 4.298$, $S.D. = 0.627$).

The value of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in Leadership criterion is 0.254 ($PNI_{Modified}=0.254$). The senior Leadership sub-criterion has the highest priority needs value ($PNI_{Modified}=0.260$), and the Governance and Societal Contribution has the lowest priority needs value ($PNI_{Modified}=0.248$).

Table 20: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey in enhancing students' creative self-efficacy: Strategy criterion

Strategy	Current State			Desirable State			PNI Value	The rank of Priority Needs
	\bar{X}	$S.D.$	Level	\bar{X}	$S.D.$	Level		
1 Strategy development	3.355	0.672	Moderate	4.323	0.579	High	0.289	2
2 Strategy implementation	3.337	0.712	Moderate	4.324	0.584	High	0.296	1
Total	3.346	0.670	Moderate	4.324	0.565	High	0.292	

Table 20 indicates the current state, desirable state, and the rank of the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Strategy criterion. The finding reveals that:

In the current state, the Strategy Development sub-criterion has the highest mean values ($\bar{X} = 3.355$, $S.D. = 0.672$), and the Strategy Implementation has the lowest mean value ($\bar{X} = 3.337$, $S.D. = 0.712$).

In the desirable state, the Strategy implementation sub-criterion has the highest mean values ($\bar{X} = 4.324$, $S.D. = 0.584$), and the Strategy development has the lowest mean value ($\bar{X} = 4.323$, $S.D. = 0.579$).

The value of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in Strategy criterion is 0.292 ($PNI_{Modified}=0.292$). The strategy implementation sub-criterion has the highest value of priority needs ($PNI_{Modified}=0.296$) and the Strategy development has the lowest priority needs ($PNI_{Modified}=0.289$).

Table 21: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Students and Stakeholders criterion

Students and Stakeholders	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1 Students' and Stakeholders' expectations	3.358	0.662	Moderate	4.292	0.583	High	0.278	2
2 Students' and Stakeholders' engagement	3.367	0.676	Moderate	4.326	0.586	High	0.285	1
Total	3.363	0.648	Moderate	4.309	0.573	High	0.281	

Table 21 indicates the current state, desirable state, and the rank of the priority needs for developing management towards excellence of school in Banteay Meanchey to enhance students' creative self-efficacy in the Students and Stakeholders criterion. The finding shows that:

In the current state, the Students' and Stakeholders' engagement sub-criterion has the highest mean values ($\bar{X} = 3.367$, *S.D.* = 0.676), and the Students' and Stakeholders' Expectation has the lowest mean values ($\bar{X} = 3.358$, *S.D.* = 0.662).

In the desirable state, the Students' and Stakeholders' engagement sub-criterion has the highest mean values ($\bar{X} = 4.326$, *S.D.* = 0.586), and the Students' and Stakeholders' Expectation has the lowest mean value ($\bar{X} = 4.292$, *S.D.* = 0.583).

The value of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Students and Stakeholder criterion is 0.281 (PNI_{Modified}=0.281). Students' and Stakeholders' Engagement sub-criterion has the highest values of priority needs (PNI_{Modified}=0.285), and the Students' and Stakeholders' Expectation has the lowest priority needs (PNI_{Modified}=0.278).

Table 22: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Measurement, Analysis, and Knowledge Management criterion

Measurement, Analysis, and Knowledge Management	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1 Measurement and analysis of school performance	3.286	0.704	Moderate	4.280	0.606	High	0.302	2
2 Information, knowledge, and technology management	3.264	0.704	Moderate	4.268	0.593	High	0.308	1
Total	3.275	0.674	Moderate	4.274	0.580	High	0.305	

Table 22 indicates the current state, desirable state, and the rank of the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Measurement, Analysis, and Knowledge Management criterion. The finding shows that:

In the current state, the Measurement, Analysis of School Performance sub-criterion has the highest mean values ($\bar{X} = 3.286$, *S.D.* = 0.704), and the Information, knowledge, and technology management sub-criterion has the lowest mean value ($\bar{X} = 264$, *S.D.* = 0.704).

In the desirable state, the Measurement and Analysis of School Performance sub-criterion has the highest mean values ($\bar{X} = 4.280$, *S.D.* = 0.606), and the Information, Knowledge, and Technology Management sub-criterion has the lowest mean value ($\bar{X} = 4.268$, *S.D.* = 0.593).

The value of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in Measurement, Analysis, and Knowledge Management criterion is 0.305 (PNI_{Modified}=0.305). Information, Knowledge, and technology management sub-criterion has the highest values of priority needs (PNI_{Modified}=0.308), while the Measurement and Analysis of School Performance sub-criterion has the lowest priority needs (PNI_{Modified}=0.302).

Table 23: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Workforce criterion

Workforce	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1 Teachers' and educational staffs' working environment	3.350	0.684	Moderate	4.309	0.626	High	0.286	1
2 Teachers' and educational staffs' engagement	3.429	0.688	Moderate	4.351	0.621	High	0.269	2
Total	3.389	0.661	Moderate	4.330	0.610	High	0.278	

Table 23 indicates the current state, desirable state, and the rank of the priority needs for developing management towards school excellence in Banteay Meanchey to enhance students' creative self-efficacy in the Workforce criterion. The finding shows that:

In the current state, the Teachers' and Educational Staffs' Engagement sub-criterion has the highest mean values ($\bar{X} = 3.429$, *S.D.* = 0.688), and the Teachers' and Educational staff' Working Environment has the lowest mean value ($\bar{X} = 3.350$, *S.D.* = 0.684).

In the desirable state, the Teachers' and Educational Staffs' Engagement sub-criterion has the highest mean values ($\bar{X} = 4.351$, *S.D.* = 0.621), and the Teachers' and Educational staffs' Working Environment sub-criterion has the lowest mean value ($\bar{X} = 4.309$, *S.D.* = 0.626).

The value of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Workforce criterion is 0.278 (PNI_{Modified}=0.278). Teachers' and educational staff's Working Environment sub-criterion has the highest values of priority needs (PNI_{Modified}=0.286), and the Teachers' and Educational Staff's Engagement sub-criteria has the lowest priority needs (PNI_{Modified}=0.269).

Table 24: The current and desirable state, and the rank of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Operation criterion

Operation	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level		
1 Support and improvement process	3.292	0.652	Moderate	4.270	0.594	High	0.297	1
2 Operational effectiveness	3.370	0.639	Moderate	4.318	0.595	High	0.281	2
Total	3.318	0.630	Moderate	4.286	0.584	High	0.292	

Table 24 indicates the current state, desirable state, and the rank of the priority needs for developing management towards school excellence in Banteay Meanchey to enhance students' creative self-efficacy in the Operation criterion. The finding shows that:

In the current state, the Operational Effectiveness sub-criterion has the highest mean values ($\bar{X} = 3.370$, *S.D.* = 0.639), and the Support and Improvement Process sub-criterion has the lowest mean value ($\bar{X} = 3.292$, *S.D.* = 0.652).

In the desirable state, the Operational Effectiveness sub-criterion has the highest mean values ($\bar{X} = 4.318$, *S.D.* = 0.595), and the Support and Improvement Process sub-criteria has the lowest mean value ($\bar{X} = 4.270$, *S.D.* = 0.594).

The value of priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Workforce criterion is 0.292 (PNI_{Modified}=0.292). The Support and Improvement Process sub-criterion has the highest value of priority needs (PNI_{Modified}=0.297), and the Operational Effectiveness sub-criteria has the lowest level of priority needs (PNI_{Modified}=0.281).

Table 25: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Leadership Sub-criterion

Leadership	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Senior Leadership								
1. At what level does the school director value the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.377	0.655	Moderate	4.286	0.611	High	0.269	1
1.1) Fluency self-efficacy	3.400	0.716	Moderate	4.284	0.689	High	0.260	3
1.2) Flexibility self-efficacy	3.340	0.724	Moderate	4.247	0.742	High	0.272	2
1.3) Elaboration self-efficacy	3.447	0.727	Moderate	4.330	0.640	High	0.256	4
1.4) Originality self-efficacy	3.321	0.817	Moderate	4.284	0.662	High	0.290	1
2) Creative performance self-efficacy	3.471	0.711	Moderate	4.333	0.657	High	0.248	2
2.1) Field-self efficacy	3.516	0.760	High	4.372	0.731	High	0.243	3
2.2) Personality self-efficacy	3.456	0.783	Moderate	4.330	0.69	High	0.253	1
2.3) Persistence self-efficacy	3.442	0.758	Moderate	4.298	0.707	High	0.249	2
Total	3.417	0.649	Moderate	4.306	0.610	High	0.260	
Societal Contribution								
2) At what level does the school director promote teachers' and stakeholders' interest in developing students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.408	0.698	Moderate	4.285	0.640	High	0.257	1
1.1) Fluency self-efficacy	3.428	0.757	Moderate	4.274	0.720	High	0.247	3
1.2) Flexibility self-efficacy	3.377	0.763	Moderate	4.284	0.669	High	0.269	2
1.3) Elaboration self-efficacy	3.451	0.783	Moderate	4.288	0.677	High	0.243	4
1.4) Originality self-efficacy	3.377	0.793	Moderate	4.293	0.744	High	0.271	1
2) Creative performance self-efficacy	3.490	0.737	Moderate	4.315	0.642	High	0.236	2
2.1) Field-self efficacy	3.544	0.801	High	4.330	0.709	High	0.222	3

Leadership	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
2.2) Personality self-efficacy	3.474	0.784	Moderate	4.293	0.679	High	0.236	2
2.3) Persistence self-efficacy	3.451	0.783	Moderate	4.321	0.673	High	0.252	1
Total	3.443	0.689	Moderate	4.298	0.627	High	0.248	
Overall	3.430	0.632	Moderate	4.302	0.601	High	0.254	

Table 25 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Leadership sub-criterion. The overall value of priority needs for developing management towards excellence of schools in the Leadership criteria is 0.254 (PNI_{Modified}=0.254). When considering the sub-criteria of the Leadership, the Senior Leadership sub-criterion with its item "senior leadership valuing the development of students' creative self-efficacy" contains the highest priority needs value (PNI_{Modified}=0.260). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.269), and its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.290), followed by the flexibility self-efficacy (PNI_{Modified}=0.272). The elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.256).

Another sub-criterion of Leadership, Governance and Societal Contribution sub-criterion with its item of "promoting teachers' and stakeholders' interest in developing students' creative self-efficacy" contains the lowest priority needs value (PNI_{Modified}=0.248). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs value (PNI_{Modified}=0.257), and its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.271), followed by the flexibility self-efficacy (PNI_{Modified}=0.269). The elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.243).

Table 26: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Strategy sub-criterion

Strategy	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Strategy development								
3. At what level does the school strategic plan and objective response to the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.328	0.671	Moderate	4.305	0.582	High	0.294	1
1.1) Fluency self-efficacy	3.302	0.753	Moderate	4.284	0.633	High	0.297	2
1.2) Flexibility self-efficacy	3.316	0.738	Moderate	4.279	0.639	High	0.290	3
1.3) Elaboration self-efficacy	3.400	0.716	Moderate	4.344	0.628	High	0.278	4
1.4) Originality self-efficacy	3.293	0.751	Moderate	4.312	0.656	High	0.309	1
2) Creative performance self-efficacy	3.391	0.724	Moderate	4.347	0.613	High	0.282	2
2.1) Field-self efficacy	3.409	0.797	Moderate	4.381	0.672	High	0.285	2
2.2) Personality self-efficacy	3.419	0.774	Moderate	4.344	0.650	High	0.271	3
2.3) Persistence self-efficacy	3.344	0.757	Moderate	4.316	0.650	High	0.291	1
Total	3.355	0.672	Moderate	4.323	0.579	High	0.289	
Strategy implementation								
4. At what level can school performances to respond to the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.317	0.705	Moderate	4.307	0.590	High	0.298	1
1.1) Fluency self-efficacy	3.316	0.744	Moderate	4.284	0.633	High	0.292	3
1.2) Flexibility self-efficacy	3.307	0.773	Moderate	4.302	0.653	High	0.301	2
1.3) Elaboration self-efficacy	3.353	0.752	Moderate	4.326	0.674	High	0.290	4
1.4) Originality self-efficacy	3.293	0.787	Moderate	4.316	0.643	High	0.311	1
2) Creative performance self-efficacy	3.363	0.762	Moderate	4.347	0.618	High	0.293	2
2.1) Field-self efficacy	3.377	0.810	Moderate	4.349	0.680	High	0.288	3

Strategy	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
2.2) Personality self-efficacy	3.367	0.785	Moderate	4.381	0.644	High	0.301	1
2.3) Persistence self-efficacy	3.344	0.822	Moderate	4.312	0.677	High	0.289	2
Total	3.337	0.712	Moderate	4.324	0.584	High	0.296	
Overall	3.346	0.670	Moderate	4.324	0.565	High	0.292	

Table 26 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Strategy sub-criterion. The overall value of priority needs of management towards school excellence in the Strategy criteria is 0.292 (PNI_{Modified}=0.292). When considering the sub-criteria of the Strategy, the Strategic implementation with its item "strategy implementation on school performance that response to the development of students' creative self-efficacy" contains the highest priority needs value (PNI_{Modified}=0.296). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.298). Meanwhile, its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.311), followed by flexibility self-efficacy (PNI_{Modified}=0.301), and the elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.290).

Another sub-criterion of Strategy, the Strategy Development, with its item "strategy development in developing the school strategic plan and objective that response to the development students' creative self-efficacy," contains the lowest priority needs value (PNI_{Modified}=0.289). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.294). Meanwhile, its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.309), followed by fluency self-efficacy (PNI_{Modified}=0.297), and the elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.278).

Table 27: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Students and Stakeholders sub-criterion

Students and Stakeholders	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Students' and stakeholders' expectations								
5. At what level does the school director interact with students' and stakeholders' needs in developing students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.357	0.660	Moderate	4.288	0.583	High	0.277	2
1.1) Fluency self-efficacy	3.363	0.722	Moderate	4.256	0.652	High	0.266	4
1.2) Flexibility self-efficacy	3.372	0.737	Moderate	4.284	0.633	High	0.270	3
1.3) Elaboration self-efficacy	3.395	0.734	Moderate	4.316	0.643	High	0.271	2
1.4) Originality self-efficacy	3.298	0.726	Moderate	4.298	0.666	High	0.303	1
2) Creative Performance self-efficacy	3.391	0.724	Moderate	4.347	0.613	High	0.282	1
2.1) Field-self efficacy	3.358	0.734	Moderate	4.288	0.684	High	0.277	2
2.2) Personality self-efficacy	3.381	0.751	Moderate	4.307	0.662	High	0.274	3
2.3) Persistence self-efficacy	3.340	0.774	Moderate	4.293	0.685	High	0.285	1
Total	3.358	0.662	Moderate	4.292	0.583	High	0.278	
Students' and stakeholders' engagement								
6. At what level does the school director work to enable students' and stakeholders' satisfaction and engagement in developing students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.350	0.684	Moderate	4.306	0.581	High	0.285	1
1.1) Fluency self-efficacy	3.307	0.779	Moderate	4.284	0.640	High	0.295	2
1.2) Flexibility self-efficacy	3.349	0.707	Moderate	4.274	0.644	High	0.276	3
1.3) Elaboration self-efficacy	3.409	0.723	Moderate	4.344	0.636	High	0.274	4
1.4) Originality self-efficacy	3.335	0.748	Moderate	4.321	0.644	High	0.296	1
2) Creative performance self-efficacy	3.389	0.762	Moderate	4.304	0.618	High	0.283	2

Students and Stakeholders	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
2.1) Field-self efficacy	3.400	0.784	Moderate	4.307	0.633	High	0.267	2
2.2) Personality self-efficacy	3.437	0.776	Moderate	4.312	0.642	High	0.255	3
2.3) Persistence self-efficacy	3.330	0.735	Moderate	4.293	0.672	High	0.289	1
Total	3.367	0.676	Moderate	4.326	0.586	High	0.285	
Overall	3.363	0.648	Moderate	4.309	0.573	High	0.281	

Table 27 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Students and Stakeholders sub-criterion. The overall value of priority needs of management towards excellence of school in the Students and Stakeholders criteria is 0.254 (PNI_{Modified}=0.281). When considering the sub-criteria of the Students and Stakeholders, Students and Stakeholders' engagement sub-criterion with its item "interacting with students' and stakeholder's needs the development of students' creative self-efficacy by school director" contains the highest priority needs value (PNI_{Modified}=0.278). When considering the creative self-efficacy in this item, the creative performance self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.282). Meanwhile, its sub-dimension, persistency self-efficacy, has the highest priority needs value (PNI_{Modified}=0.285), followed by the field self-efficacy (PNI_{Modified}=0.277), and the personality self-efficacy has the lowest priority needs value (PNI_{Modified}=0.274).

Another sub-criterion of Students and Stakeholder, Students' and Stakeholder' Expectation sub-criterion with its item "enabling students' and stakeholders' satisfaction and engagement in developing students' creative self-efficacy by the school director," contains the lowest priority needs value (PNI_{Modified}=0.285). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.285). Meanwhile, its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.296), followed by fluency self-efficacy (PNI_{Modified}=0.295), and the elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.274).

Table 28: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Measurement, Analysis, and Knowledge Management sub-criterion

Measurement, Analysis, and Knowledge Management	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Measurement and analysis of school performance								
7. At what level does the school director focus on monitoring and evaluating school performance and resources to respond to the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.271	0.718	Moderate	4.273	0.621	High	0.306	1
1.1) Fluency self-efficacy	3.321	0.764	Moderate	4.270	0.678	High	0.286	4
1.2) Flexibility self-efficacy	3.237	0.782	Moderate	4.270	0.698	High	0.319	1
1.3) Elaboration self-efficacy	3.270	0.780	Moderate	4.284	0.669	High	0.310	3
1.4) Originality self-efficacy	3.256	0.800	Moderate	4.270	0.685	High	0.311	2
2) Creative Performance self-efficacy	3.305	0.731	Moderate	4.288	0.626	High	0.297	2
2.1) Field-self efficacy	3.274	0.764	Moderate	4.293	0.643	High	0.311	1
2.2) Personality self-efficacy	3.330	0.802	Moderate	4.293	0.712	High	0.289	3
2.3) Persistence self-efficacy	3.312	0.792	Moderate	4.279	0.701	High	0.292	2
Total	3.286	0.704	Moderate	4.280	0.606	High	0.302	
Information, Knowledge, and technology management								
8) At what level does the school director use the digital platform to manage and update school information, knowledge, and technology system to respond to the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.244	0.712	Moderate	4.266	0.598	High	0.315	1
1.1) Fluency self-efficacy	3.256	0.770	Moderate	4.237	0.666	High	0.301	4
1.2) Flexibility self-efficacy	3.260	0.766	Moderate	4.279	0.653	High	0.313	3
1.3) Elaboration self-efficacy	3.237	0.770	Moderate	4.284	0.669	High	0.323	1
1.4) Originality self-efficacy	3.223	0.807	Moderate	4.265	0.626	High	0.323	1

Measurement, Analysis, and Knowledge Management	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
2) Creative performance self-efficacy	3.291	0.737	Moderate	4.270	0.620	High	0.297	2
2.1) Field-self efficacy	3.312	0.792	Moderate	4.307	0.662	High	0.300	2
2.2) Personality self-efficacy	3.302	0.801	Moderate	4.256	0.673	High	0.289	3
2.3) Persistence self-efficacy	3.260	0.759	Moderate	4.247	0.670	High	0.303	1
Total	3.264	0.704	Moderate	4.268	0.593	High	0.308	
Overall	3.275	0.674	Moderate	4.274	0.580	High	0.305	

Table 28 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Measurement, Analysis, and Knowledge Management sub-criterion. The overall value of priority needs of management towards excellence of school in the Measurement, Analysis, and Knowledge Management criteria is 0.305 (PNI_{Modified}=0.305). When considering the sub-criteria of the Measurement, Analysis, and Knowledge Management; the Information, Knowledge, and Technology Management sub-criterion with its item "school director uses the digital platform to manage and update school information, knowledge, and technology system to respond to the development of students' creative self-efficacy" contains the highest priority needs value (PNI_{Modified}=0.308). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.315). Meanwhile, its sub-dimension, originality, and elaboration self-efficacy have the highest priority needs value (PNI_{Modified}=0.323), followed by flexibility self-efficacy (PNI_{Modified}=0.313), and the fluency self-efficacy has the lowest priority needs value (PNI_{Modified}=0.301).

Another sub-criterion of Measurement, Analysis, and Knowledge Management, the Measurement and Analysis of School Performance sub-criterion with its item "school director focus on monitoring and evaluating school performance and resource to respond to the development of students' creative self-efficacy," contains the lowest priority needs value (PNI_{Modified}=0.302). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.306). Meanwhile, its sub-dimension, flexibility self-efficacy, has the highest priority needs value (PNI_{Modified}=0.319), followed by originality self-efficacy (PNI_{Modified}=0.311), and fluency self-efficacy has the lowest priority needs value (PNI_{Modified}=0.286).

Table 29: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Workforce sub-criteria

Workforce	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Teachers' and educational staffs' working environment								
9. At what level does the school director promote collaboration and a professional learning community in school to develop teachers' creative self-efficacy and creative teaching to improve students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.341	0.683	Moderate	4.306	0.637	High	0.289	1
1.1) Fluency self-efficacy	3.330	0.790	Moderate	4.312	0.698	High	0.295	1
1.2) Flexibility self-efficacy	3.358	0.741	Moderate	4.307	0.716	High	0.283	4
1.3) Elaboration self-efficacy	3.349	0.713	Moderate	4.312	0.691	High	0.288	3
1.4) Originality self-efficacy	3.326	0.753	Moderate	4.293	0.706	High	0.291	2
2) Creative performance self-efficacy	3.361	0.726	Moderate	4.313	0.653	High	0.283	2
2.1) Field-self efficacy	3.381	0.770	Moderate	4.326	0.667	High	0.280	2
2.2) Personality self-efficacy	3.349	0.758	Moderate	4.335	0.703	High	0.294	1
2.3) Persistence self-efficacy	3.353	0.789	Moderate	4.279	0.727	High	0.276	3
Total	3.350	0.684	Moderate	4.309	0.626	High	0.286	
Teachers' and educational staffs' engagement								
10. At what level does the school director motivate teachers and educational staff to engage in promoting learning activities and environment that respond to the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.434	0.692	Moderate	4.371	0.623	High	0.273	1
1.1) Fluency self-efficacy	3.484	0.754	Moderate	4.381	0.651	High	0.257	4
1.2) Flexibility self-efficacy	3.442	0.707	Moderate	4.353	0.708	High	0.265	3
1.3) Elaboration self-efficacy	3.433	0.732	Moderate	4.386	0.659	High	0.278	2
1.4) Originality self-efficacy	3.377	0.781	Moderate	4.363	0.669	High	0.292	1

Workforce	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
2) Creative performance self-efficacy	3.422	0.715	Moderate	4.326	0.658	High	0.264	2
2.1) Field-self efficacy	3.428	0.763	Moderate	4.326	0.694	High	0.262	2
2.2) Personality self-efficacy	3.447	0.777	Moderate	4.330	0.702	High	0.256	3
2.3) Persistence self-efficacy	3.391	0.740	Moderate	4.321	0.693	High	0.274	1
Total	3.429	0.688	Moderate	4.351	0.621	High	0.269	
Overall	3.389	0.661	Moderate	4.330	0.610	High	0.278	

Table 29 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Workforce sub-criterion. The overall value of priority needs of management towards excellence of school in the Workforce criteria is 0.278 (PNI_{Modified}=0.278). The sub-criteria of the Workforce, Teachers, and Educational Staffs' Working Environment sub-criterion with its item "school director promotes collaboration and professional learning community in school to respond to the development of students' creative self-efficacy" contains the highest priority needs value (PNI_{Modified}=0.286). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.289). Meanwhile, its sub-dimension, fluency self-efficacy, has the highest priority needs value (PNI_{Modified}=0.295), followed by originality self-efficacy (PNI_{Modified}=0.291), and flexibility self-efficacy has the lowest priority needs value (PNI_{Modified}=0.283).

Another sub-criterion of Workforce, the Teachers and Educational Staffs' Engagement sub-criteria with its item "school director motivates teachers and educational staff to promote learning activities and environment in developing students' creative self-efficacy" contains the lowest priority needs value (PNI_{Modified}=0.269). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.273). Meanwhile, its sub-dimension, originality self-efficacy, has the highest priority needs value (PNI_{Modified}=0.292), followed by the elaboration self-efficacy (PNI_{Modified}=0.278), and the fluency self-efficacy has the lowest priority needs value (PNI_{Modified}=0.257).

Table 30: The current and desirable state, and the rank of priority needs of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Operation sub-criterion

Operation	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
Support and improvement process								
11. At what level does the school director and all stakeholders work together to determine and lead activities that support the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.294	0.686	Moderate	4.283	0.621	High	0.300	1
1.1) Fluency self-efficacy	3.279	0.734	Moderate	4.270	0.650	High	0.302	1
1.2) Flexibility self-efficacy	3.288	0.737	Moderate	4.274	0.700	High	0.300	3
1.3) Elaboration self-efficacy	3.307	0.748	Moderate	4.307	0.676	High	0.302	1
1.4) Originality self-efficacy	3.302	0.753	Moderate	4.279	0.681	High	0.296	4
2) Creative performance self-efficacy	3.367	0.713	Moderate	4.313	0.637	High	0.281	2
2.1) Field-self efficacy	3.363	0.754	Moderate	4.307	0.662	High	0.281	2
2.2) Personality self-efficacy	3.386	0.752	Moderate	4.326	0.688	High	0.278	3
2.3) Persistence self-efficacy	3.353	0.765	Moderate	4.307	0.690	High	0.285	1
Total	3.326	0.679	Moderate	4.296	0.612	High	0.292	
12. At what level does the school director and teachers lead the learning activities outside class to promote students' creative self-efficacy related to the following area:								
1) Creative thinking self-efficacy	3.244	0.703	Moderate	4.238	0.611	High	0.306	1
1.1) Fluency self-efficacy	3.209	0.766	Moderate	4.247	0.634	High	0.323	1
1.2) Flexibility self-efficacy	3.205	0.764	Moderate	4.195	0.676	High	0.309	2
1.3) Elaboration self-efficacy	3.279	0.753	Moderate	4.242	0.654	High	0.294	4
1.4) Originality self-efficacy	3.284	0.742	Moderate	4.270	0.671	High	0.300	3
2) Creative performance self-efficacy	3.278	0.676	Moderate	4.253	0.650	High	0.297	2
2.1) Field-self efficacy	3.256	0.745	Moderate	4.251	0.725	High	0.306	1
2.2) Personality	3.288	0.704	Moderate	4.260	0.695	High	0.296	2

Operation	Current State			Desirable State			PNI Value	The rank of Priority Need
	\bar{X}	S.D.	Level	\bar{X}	S.D.	Level		
self-efficacy								
2.3) Persistence self-efficacy	3.288	0.755	Moderate	4.247	0.683	High	0.292	3
Total	3.258	0.673	Moderate	4.245	0.610	High	0.303	
Operational effectiveness								
13. At what level does the school director promote a safe school environment to enhance the development of students' creative self-efficacy in the following area:								
1) Creative thinking self-efficacy	3.364	0.660	Moderate	4.328	0.615	High	0.287	1
1.1) Fluency self-efficacy	3.386	0.727	Moderate	4.358	0.646	High	0.287	2
1.2) Flexibility self-efficacy	3.358	0.728	Moderate	4.335	0.655	High	0.291	1
1.3) Elaboration self-efficacy	3.372	0.678	Moderate	4.321	0.700	High	0.281	4
1.4) Originality self-efficacy	3.340	0.724	Moderate	4.298	0.673	High	0.287	2
2) Creative performance self-efficacy	3.378	0.652	Moderate	4.304	0.605	High	0.274	2
2.1) Field-self efficacy	3.433	0.693	Moderate	4.326	0.660	High	0.260	3
2.2) Personality self-efficacy	3.349	0.686	Moderate	4.316	0.657	High	0.289	1
2.3) Persistence self-efficacy	3.353	0.708	Moderate	4.270	0.643	High	0.273	2
Total	3.370	0.639	Moderate	4.318	0.595	High	0.281	
Overall	3.318	0.630	Moderate	4.286	0.584	High	0.292	

Table 30 shows the priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy in the Operation sub-criteria. The overall value of priority needs of management towards excellence of school in the Operation criteria is 0.292 (PNI_{Modified}=0.292). When considering the sub-criteria of the Operation, the Support, and Improvement Process sub-criteria with its item "school director and teachers lead the learning activities outside class to respond to the development of students' creative self-efficacy" contains the highest priority needs value (PNI_{Modified}=0.303). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs (PNI_{Modified}=0.306), and its sub-dimension, fluency self-efficacy, has the highest priority needs value (PNI_{Modified}=0.323), followed by the flexibility self-efficacy (PNI_{Modified}=0.309). The elaboration self-efficacy has the lowest priority needs value (PNI_{Modified}=0.294).

Another sub-criterion of Operation, the Operational Effectiveness sub-criteria with its item “school director and all stakeholders work together to determine and lead activities that support the development of students’ creative self-efficacy,” contains the second priority needs value ($PNI_{Modified}=0.292$). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs ($PNI_{Modified}=0.300$), and its sub-dimension, fluency, and elaboration self-efficacy has the highest priority needs value ($PNI_{Modified}=0.302$), followed by the flexibility self-efficacy ($PNI_{Modified}=0.300$). The originality self-efficacy has the lowest priority needs value ($PNI_{Modified}=0.296$).

Another sub-criterion of Operation, the factor of the school director promotes a safe school environment to enhance the development of students’ creative self-efficacy contains the lowest priority needs value ($PNI_{Modified}=0.292$). When considering the creative self-efficacy in this item, the creative thinking self-efficacy dimension has the highest priority needs ($PNI_{Modified}=0.287$). Its sub-dimension, flexibility self-efficacy, has the highest priority needs value ($PNI_{Modified}=0.291$), followed by the fluency and originality self-efficacy ($PNI_{Modified}=0.287$), and the elaboration self-efficacy has the lowest priority needs value ($PNI_{Modified}=0.281$).

Table 31: The suggestion and recommendation of developing management towards excellence of schools in Banteay Meanchey to enhance student’s creative self-efficacy

Excellence School Management for enhancing students' creative self-efficacy		School Director	Deputy Director	Teacher	Total
Leadership					
1)	Lead management process with responsibility and transparency	2	2	13	15
2)	Build good communication and collaboration with both internal and external stakeholders to enhance students' creative self-efficacy and creativity	3	1	24	28
3)	Promote continuous professional development and model ideal behaviors	2	2	15	19
4)	Provide the guiding and consulting service for students			2	2
5)	Offer the opportunity for school personnel to raise their voice			1	1
6)	Offer to help hands to both teachers and students whenever they need	1	2	3	6
7)	Provide enough teaching and learning			5	5

Excellence School Management for enhancing students' creative self-efficacy		School Director	Deputy Director	Teacher	Total
	materials to promote quality of teaching and learning				
8)	Increase more comprehension and value on the benefit of creativity		1		1
9)	Shared vision, missions, and goals with school personnel and stakeholders	1	1	2	4
10)	Create opportunities and motivation for students to share new ideas or products	1	2	7	10
11)	Promote technology use in school		1	1	2
12)	Keep close relations between school and community			1	1
13)	Provide everyone equal opportunity			2	2
14)	Motivate students to love study, research, and creativity		2	1	3
15)	Promote director code of conduct			2	2
16)	Develop clear school strategic plans, projects, and activities		1	8	9
17)	Put the right person in a right job			1	1
18)	Lead school management and development process following the Educational Policy	2	5	2	9
19)	Promote taking theory into practice		1		1
20)	Improve strategic thinking and strong willingness in the management process		1		1
21)	Promote the development of leaders' creativity			1	1
Strategy					
1)	Develop teachers' ability to teach for creativity and creative teaching			6	6
2)	Allow parents to participate in the school activity.		1	1	2
3)	Promote good cooperation with the parents, community, and the partner of MOEYs		1	8	9
4)	Ensure a happy learning environment in and outside the school		1	6	7
5)	Encourage school personnel to do research both in and outside the classroom		2	12	14

Excellence School Management for enhancing students' creative self-efficacy		School Director	Deputy Director	Teacher	Total
6)	Strengthen obeying school regulation	2	2	5	9
7)	Manage school learning programs and activities to inspire students' involvement		1		1
8)	Encourage student's participation in social activities	1	1	1	3
9)	Promote the use of ICT in the teaching, learning, and evaluation process as well as school management		3	3	6
10)	Create a student counseling group to promote a culture of motivation and collaboration			2	2
11)	Provide both material support and emotional support to students			2	2
12)	Promote students' passion for doing research, experimenting, and making new things	1	2	2	5
13)	Enhance student's bravery, self-discipline, self-belief, and responsibility	2	1	2	5
14)	Set clear school vision and mission in developing students' creativity	2		3	5
15)	Develop teachers' leadership			3	3
16)	Motivate students to pursue their studies to the next grade or degree	1			
17)	Lead a study club, research club, and study tour for both teachers and students to get the opportunity to learn from the real practice	2	1	3	6
18)	Promote the practical process of developing and implementing a clear strategic and development plan	2	2		4
19)	Increase partnership with national and international donor		1		1
20)	Substitute the punishment with motivation and encouragement	1			1
Students and Stakeholders					
1)	Encourage students to do self-study both at school and at home		1	3	4
2)	Promote parents and the community's understanding of how to observe, encourage, and support children's	2	1	4	7

Excellence School Management for enhancing students' creative self-efficacy		School Director	Deputy Director	Teacher	Total
creativity and learning both in and outside school					
3)	Promote stakeholders' participation in school meetings and planning processes, and school activities	1	1	13	15
4)	Cultivate the culture of collaboration and teamwork in the classroom and school		1	2	3
5)	Determine students' and stakeholders' needs		1	1	2
Measurement, Analysis, and Knowledge Management					
1)	Lead the pre-test at the early of the academic year			1	1
2)	Develop the school learning curriculum			2	2
3)	Promote formative assessment, oral test, and authentic assessment in the classroom	4	1	12	17
4)	Conduct student-teacher- parents-monthly meeting			1	1
5)	Develop the accurate and accountable evaluation system		1	4	5
6)	The reward for each achievement or excellent practice		1	2	3
7)	Develop various ways of assessment and evaluation based on the indicator			2	2
8)	Promote internal quality assurance in school	1		1	2
Workforce					
1)	Promote teachers' self-efficacy in conducting and using new teaching techniques	1	1	15	17
2)	Foster/equip 21century skills for teachers, especially ICT and English language	2	1	3	6
3)	Increase teachers' awareness of their duty and responsibility			5	5
4)	Promote adherence to the teacher's code of conduct	1	1	1	3
5)	Promote teachers' collaboration and teamwork by developing new teaching methods and solving the problem		1	4	5

Excellence School Management for enhancing students' creative self-efficacy		School Director	Deputy Director	Teacher	Total
6)	Cultivate lifelong learning culture in both students and teachers		1	1	2
7)	Provide teachers opportunities to join training courses or pursue the degree	3	3	1	7
8)	Promote the implementation of inquiry-based learning in class			2	2
9)	Evaluation of teachers' achievement based on teaching ability	1			1
10)	Develop teaching and learning process according to NGS school		1		1
Operation					
1)	Strengthen the relationship/collaboration between the management committee and all stakeholders	2	4	8	14
2)	Focus on new and up-to-date knowledge and information		1		1
3)	Provide opportunity and encouragement for students to share new ideas, thinking, or products	2	3	13	18
4)	Enhance the observation and motivation of students' performance			2	2
5)	Value students' creativity and creative performance in school practice			1	1
6)	Promote an independent, accountable, and fair management process.		1	3	4
7)	Promote a safe learning environment			2	2
8)	Promote competition or contest in school	1		1	2
9)	Promote the process of linking the theory to the practice		1	1	2

4.3. Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy

4.3.1. Drafted approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

Table 32: The priority needs of the Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: The rank of the highest and lower priority needs of the Results criterion

Priority Needs of The Results	Current State		Desirable State		PNI Value
	\bar{X}	Level	\bar{X}	Level	
1. Students' and Stakeholders' Engagement	3.198	Moderate	4.313	High	0.349
<i>1.1. Students and stakeholders' engagement</i>	<i>3.030</i>	<i>Moderate</i>	<i>4.240</i>	<i>High</i>	<i>0.399</i>
Q. 10) Parents have a good relationship with teachers to observe students' learning.	2.981	Moderate	4.209	High	0.412
Q. 11) Parents and the community participate in teaching and learning and the school process.	3.079	Moderate	4.270	High	0.387
<i>1.2. Students' satisfactions</i>	<i>3.535</i>	<i>Moderate</i>	<i>4.460</i>	<i>High</i>	<i>0.262</i>
Q. 9) Students are satisfied with the teaching and learning process.	3.535	High	4.460	High	0.262
2. Student Learning	3.133	Moderate	4.177	High	0.333
<i>2.1. Creative thinking self-efficacy</i>	<i>3.000</i>	<i>Moderate</i>	<i>4.076</i>	<i>High</i>	<i>0.359</i>
Q. 1) Students can think creatively and express their original thought or opinion in class and with their team.	2.940	Moderate	4.014	High	0.365
Q. 2) Students can produce different kinds of responses and solutions in their learning and everyday activities	3.070	Moderate	4.107	High	0.338
Q. 3) Students can find answers to their learning task with great novel ideas, processes, or product	3.065	Moderate	4.093	High	0.335
Q. 4) Students are good at linking the new knowledge with what they have already known to make new ideas or decisions.	2.926	Moderate	4.088	High	0.397
<i>2.2. Creative Performance self-efficacy</i>	<i>3.265</i>	<i>Moderate</i>	<i>4.279</i>	<i>High</i>	<i>0.311</i>
Q. 5) Students enjoy involving in social activities.	3.363	Moderate	4.349	High	0.293
Q. 6) Students are brave to persist in facing difficulty or negative feedback.	3.074	Moderate	4.144	High	0.348
Q. 7) Students continue their higher education after graduating from the secondary level.	3.353	Moderate	4.349	High	0.297
Q. 8) Students are enthusiastic about the lifelong learning process.	3.270	Moderate	4.274	High	0.307
3. Budget and Financial Management	3.328	Moderate	4.342	High	0.305
<i>3.1. Strategy Development</i>	<i>3.163</i>	<i>Moderate</i>	<i>4.316</i>	<i>High</i>	<i>0.365</i>

Priority Needs of The Results	Current State		Desirable State		PNI Value
	\bar{X}	Level	\bar{X}	Level	
Q. 17) The school gains financial support from stakeholders to develop teaching, learning, and school development.	3.163	Moderate	4.316	High	0.365
3.2. Strategy implementation	3.493	Moderate	4.367	High	0.250
Q. 18) School allocates and controls the school's resources and funds to support students' creativity effectively.	3.493	Moderate	4.367	High	0.250
4. Teacher Development and Engagement	3.451	Moderate	4.422	High	0.281
4.1. Teacher development	3.358	Moderate	4.433	High	0.320
Q. 12) Teachers join a team or professional learning community to develop creative teaching and teaching for creativity.	3.358	Moderate	4.433	High	0.320
4.2. Teachers' engagement	3.498	Moderate	4.417	High	0.263
Q. 13) Teachers provide emotional support to promote students' creative self-efficacy	3.516	High	4.428	High	0.259
Q. 14) Teachers provide autonomy support to promote students' creative self-efficacy.	3.479	Moderate	4.405	High	0.266
5. Leadership and Governance	3.472	Moderate	4.412	High	0.271
5.1. Senior Leadership	3.451	Moderate	4.447	High	0.289
Q. 15) Director shared the vision of promoting students' creative self-efficacy with teachers and stakeholders.	3.451	Moderate	4.447	High	0.289
5.2. Good governance and Societal contribution	3.493	Moderate	4.386	High	0.256
Q. 16) Director gains confidence from parents, community, and society in managing school education	3.493	Moderate	4.386	High	0.256

Table 33: The priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy: Overall view of Management Process

Priority needs of excellent school management	Creative thinking self-efficacy				Creative performance self-efficacy			Rank	
	Fluency self-efficacy	Flexibility self-efficacy	Elaboration self-efficacy	Originality self-efficacy	Field self-efficacy	Personality self-efficacy	Persistence self-efficacy		
Leadership	PNI Modified	0.263(1)			0.242(2)			0.254 (6)	
	I	3.414	3.359	3.449	3.349	3.530	3.465		3.447
	D	4.279	4.266	4.309	4.289	4.351	4.312		4.310
	PNI modified	0.253	0.270	0.249	0.281	0.233	0.244		0.250
	Rank	3	2	4	1	3	2		1
Strategy	PNI Modified	0.296(1)			0.287(2)			0.292 (2)	
	I	3.309	3.312	3.377	3.293	3.393	3.393		3.344
	D	4.284	4.291	4.335	4.314	4.365	4.363		4.314
	PNI modified	0.295	0.296	0.284	0.310	0.286	0.286		0.290
	Rank	3	2	4	1	2	2		1
Customer	PNI Modified	0.281(2)			0.282(1)			0.281 (4)	
	I	3.335	3.361	3.402	3.317	3.379	3.409		3.340
	D	4.270	4.279	4.330	4.310	4.298	4.310		4.293
	PNI modified	0.280	0.273	0.273	0.299	0.272	0.264		0.287
	Rank	2	3	3	1	2	3		1
Measurement, Analyze, and Knowledge management	PNI Modified	0.311(1)			0.297(2)			0.305 (1)	
	I	3.289	3.249	3.254	3.240	3.293	3.316		3.286
	D	4.254	4.275	4.284	4.268	4.300	4.275		4.263
	PNI modified	0.293	0.316	0.317	0.317	0.306	0.289		0.297
	Rank	4	3	1	1	1	3		2
Workforce	PNI Modified	0.281(1)			0.274(2)			0.278 (5)	
	I	3.407	3.400	3.391	3.352	3.405	3.398		3.372
	D	4.347	4.330	4.349	4.328	4.326	4.333		4.300
	PNI modified	0.276	0.274	0.283	0.291	0.270	0.275		0.275
	Rank	3	4	2	1	3	1		1
Operation	PNI Modified	0.297(1)			0.284(2)			0.292 (2)	
	I	3.291	3.284	3.319	3.309	3.351	3.341		3.331
	D	4.292	4.268	4.290	4.282	4.295	4.301		4.275
	PNI modified	0.304	0.300	0.293	0.294	0.282	0.287		0.283
	Rank	1	2	4	3	3	1		2

Priority needs of excellent school management	Creative thinking self-efficacy				Creative performance self-efficacy			Rank
	Fluency self-efficacy	Flexibility self-efficacy	Elaboration self-efficacy	Originality self-efficacy	Field self-efficacy	Personality self-efficacy	Persistence self-efficacy	
Overall	PNI _{Modified}	0.289(1)				0.279(2)		
	I	3.337	3.324	3.362	3.310	3.389	3.383	3.352
	D	4.288	4.283	4.314	4.297	4.320	4.314	4.291
	PNI _{modified}	0.285	0.289	0.283	0.298	0.275	0.275	0.280
	Rank	3	2	4	1	2	2	1
Rank of Need	0.285 (3)	0.289 (2)	0.283 (4)	0.298 (1)	0.275 (6)	0.275 (6)	0.280 (5)	

Table 33 shows the overall view of the Management Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy. The finding reveals that the Leadership criterion for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stays at the sixth or lowest level of the priority needs (PNI_{modified} = 0.254). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that the originality self-efficacy has the highest priority needs values (PNI_{modified} = 0.281), followed by flexibility self-efficacy (PNI_{modified} = 0.270), fluency self-efficacy (PNI_{modified} = 0.253), and field self-efficacy has the lowest priority needs value (PNI_{modified} = 0.233).

The Strategy criterion of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stay at the second high level of the priority needs (PNI_{modified} = 0.292). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that the originality self-efficacy has the highest priority needs values (PNI_{modified} = 0.310), followed by flexibility self-efficacy (PNI_{modified} = 0.296), fluency self-efficacy (PNI_{modified} = 0.295). Elaboration self-efficacy has the lowest priority needs value (PNI_{modified} = 0.284).

The Students and Stakeholders criterion of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stays at the fourth or medium level of the priority needs (PNI_{modified} = 0.281). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that the originality self-efficacy has the highest priority needs values (PNI_{modified} = 0.299), followed by persistence self-efficacy (PNI_{modified} = 0.287), fluency self-efficacy (PNI_{modified} = 0.280). Personality self-efficacy has the lowest priority needs value (PNI_{modified} = 0.264).

The Measurement, Analysis, and Knowledge Management criterion of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stays at the first or highest level of the priority needs

($PNI_{\text{modified}} = 0.305$). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that the elaboration and originality self-efficacy have the highest priority needs values ($PNI_{\text{modified}} = 0.317$), followed by flexibility self-efficacy ($PNI_{\text{modified}} = 0.316$), and field self-efficacy ($PNI_{\text{modified}} = 0.306$). Personality self-efficacy has the lowest priority needs value ($PNI_{\text{modified}} = 0.289$).

The Workforce criterion of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stay at the fifth level or the low level of the priority needs ($PNI_{\text{modified}} = 0.278$). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that the originality self-efficacy has the highest priority needs values ($PNI_{\text{modified}} = 0.291$), followed by elaboration self-efficacy ($PNI_{\text{modified}} = 0.283$), fluency self-efficacy ($PNI_{\text{modified}} = 0.276$), and field self-efficacy has the lowest priority needs value ($PNI_{\text{modified}} = 0.270$).

The operation criterion of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy stay at the second level or the high level of the priority needs ($PNI_{\text{modified}} = 0.292$). When considering the process of this criterion to enhance students' creative self-efficacy, it shows that fluency self-efficacy has the highest priority needs values ($PNI_{\text{modified}} = 0.304$), followed by flexibility self-efficacy ($PNI_{\text{modified}} = 0.300$), and originality self-efficacy ($PNI_{\text{modified}} = 0.294$). Field self-efficacy has the lowest priority needs value ($PNI_{\text{modified}} = 0.282$).

Based on both Result and Process criteria of management towards excellence of schools and creative self-efficacy, the researcher noticed that Measurement, Analyze, and Knowledge Management criterion contain the highest priority needs among the six management processes towards excellence. This show that the Measurement, Analyze, and Knowledge Management criterion is viewed as significant the most for school in Banteay Meanchey because directors, deputy director, and teachers know that the core quality of management is knowledge; without systemic approaches to knowledge, the quality management process cannot be successful (Akdere, 2009). That is why, Measurement, Analysis, and Knowledge Management are integrated with all the other criteria (Akdere, 2009). It gave the researcher an idea to conduct a new table that describes the Results and Process of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy as follow:

Table 34: Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy: Results and Process

Management Towards Excellence to Enhance Creative Self-Efficacy									
Results of Excellence Management	Priority needs of excellent school management process	Creative thinking self-efficacy				Creative performance self-efficacy			
		Fluency self-efficacy	Flexibility self-efficacy	Elaboration self-efficacy	Originality self-efficacy	Field self-efficacy	Personality self-efficacy	Persistence self-efficacy	
Students' and Stakeholders' Engagement PNI _{Modified} = 0.349 (1)	Measurement, Analysis, and Knowledge Management PNI _{Modified} = 0.305 (1) 1. Information, Knowledge, and technology management 0.308 2. Measurement and Analysis of school performance 0.302	Students and Stakeholders PNI _{Modified} = 0.281 (4)		0.281(2)			0.282(1)		
		1. Student and Stakeholder's Engagement 0.285	0.295 (2)	0.276 (3)	0.274 (4)	0.296 (1)	0.267 (2)	0.255 (3)	0.289 (1)
		2. Student and Stakeholder's Expectation 0.278	0.266 (4)	0.270 (3)	0.271 (2)	0.303 (1)	0.277 (2)	0.274 (3)	0.285 (1)
Operation PNI _{Modified} = 0.292 (2)		0.297(1)			0.284(2)				
1. Support and Improvement process 0.297		0.312 (1)	0.304 (2)	0.298 (3)	0.298 (3)	0.293 (1)	0.286 (3)	0.288 (2)	
2. Operational Effectiveness 0.281		0.287 (2)	0.291 (1)	0.281 (4)	0.287 (2)	0.260 (3)	0.289 (1)	0.273 (2)	
Strategy PNI _{Modified} = 0.292 (2)		0.296(1)			0.287(2)				
1.. Strategy Implementation 0.296		0.292 (3)	0.301 (2)	0.290 (4)	0.311 (1)	0.288 (3)	0.301 (1)	0.289 (2)	
2. Strategy Development 0.289		0.297 (2)	0.290 (3)	0.278 (4)	0.309 (1)	0.285 (2)	0.271 (3)	0.291 (1)	
Teachers' Development and Engagement PNI _{Modified} = 0.281 (4)		Workforce PNI _{Modified} = 0.278 (5)		0.281(1)			0.274(2)		
	1. Teachers and Educational staffs working environment 0.286	0.295 (1)	0.283 (4)	0.288 (3)	0.291 (2)	0.280 (2)	0.294 (1)	0.276 (3)	
	2. Teachers and Educational staffs' engagement 0.269	0.257 (4)	0.265 (3)	0.278 (2)	0.292 (1)	0.262 (2)	0.256 (3)	0.274 (1)	
Leadership and Governance PNI _{Modified} = 0.271 (5)	Leadership PNI _{Modified} = 0.254 (6)		0.263(1)			0.242(2)			
	1. Senior leadership 0.260	0.260 (3)	0.272 (2)	0.256 (4)	0.290 (1)	0.243 (3)	0.253 (1)	0.249 (2)	
	2. Governance and Societal contribution 0.248	0.247 (3)	0.269 (2)	0.243 (4)	0.271 (1)	0.222 (3)	0.236 (2)	0.252 (1)	

Table 34 shows the whole picture of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy based on the rank of the priority needs of the Results of management towards excellence of schools in Banteay Meanchey enhance students' creative self-efficacy. The Results of management towards excellence of schools in Banteay Meanchey that contain the highest priority needs value are Students' and Stakeholder Engagement results (PNI_{modified} = 0.349), followed by Students Learning results (PNI_{modified} = 0.333), Budget

and Financial Management results ($PNI_{\text{modified}} = 0.305$), Teachers' development and Engagement results ($PNI_{\text{modified}} = 0.281$), and Leadership and Governance results ($PNI_{\text{modified}} = 0.271$).

The Process of Developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy revealed that the criterion with the highest priority needs is Measurement, Analysis, and Knowledge Management ($PNI_{\text{modified}} = 0.305$). The second priority needs criteria of management towards excellence of schools is Strategy and Operation ($PNI_{\text{modified}} = 0.292$), followed by Students and Stakeholder criterion ($PNI_{\text{modified}} = 0.281$), Workforce criterion ($PNI_{\text{modified}} = 0.278$), and the lowest priority needs is Leadership criterion ($PNI_{\text{modified}} = 0.254$).

When looking into the sub-criteria of the Process for developing management towards excellence of school to enhance students' creative self-efficacy, it reveals that in Measurement, Analysis, and Knowledge Management criteria; the Information, Knowledge, and Technology Management sub-criterion has the highest priority needs value ($PNI_{\text{modified}} = 0.308$). Measurement and Analysis of school performance sub-criterion has the lowest priority needs value ($PNI_{\text{modified}} = 0.302$). In the Strategy criterion, the Strategy implementation sub-criterion has the highest priority needs ($PNI_{\text{modified}} = 0.296$), while the lowest is the Strategy Development sub-criterion ($PNI_{\text{modified}} = 0.289$). The Operation criterion, the Support, and Improvement process sub-criterion have the highest priority need values ($PNI_{\text{modified}} = 0.297$), while the Operational Effectiveness sub-criterion has the lowest priority need values ($PNI_{\text{modified}} = 0.281$). In the Students and Stakeholder criterion, the Students' and Stakeholders' Engagement sub-criterion has the highest priority needs values ($PNI_{\text{modified}} = 0.285$), while the Students' and Stakeholders sub-criterion has the lowest priority needs values ($PNI_{\text{modified}} = 0.278$). In the Workforce criterion, the Teachers and Educational Staffs' Working Environment sub-criterion has the highest priority needs values ($PNI_{\text{modified}} = 0.286$), while the Teachers' and Educational Staffs' Engagement has the lowest priority needs values ($PNI_{\text{modified}} = 0.254$). The Leadership criterion, the Senior Leadership sub-criterion, has the highest priority need values ($PNI_{\text{modified}} = 0.260$), while the Governance and Societal Contribution has the lowest priority need values ($PNI_{\text{modified}} = 0.248$).

As Baldrige Excellence Management Framework is the framework that works to empower the organizations to reach the goal and improve the results, the researcher found out that the proposed approaches in the study must be the approaches that work to respond to the priority needs of the Results. Thus, the researcher realized that there must be approaches that work to promote students and stakeholders' engagement firstly, then followed by the approaches to developing the student learning result (related to creative self-efficacy), budget and financial management, teacher development and engagement, and leadership and government.

When considering the criteria of the Management Process that promote the Results, the finding reveals that the highest priority needs value is related to the

Measurement, Analysis, and Knowledge Management criteria. The finding highlighted that schools in Banteay Meanchey need to promote the development of the schools' Measurement, Analysis, and Knowledge Management. Since this criterion is about gathering, analyzing, managing, and improving a school's data, information, knowledge and material resources, and improvement; the researcher noticed that the Measurement, Analysis, and Knowledge Management process must be involved in all Criteria of the Excellence Management (Figure 34&35). As a result, the proposed approaches for developing management towards excellence to enhance students' creative self-efficacy were proposed based on the following defined formula:

1. **The main approaches** were made up of the sub-criteria of the Results and the criterion of the Process of management towards school excellence (Start from the highest priority need value of the Result to the lowest one)
2. **The sub-approaches** were made up of the criterion of the Process of management towards school excellence and the dimension of creative self-efficacy that contains the highest priority needs value
3. The methods were made up of
 - 3.1. Sub-criteria of the Process of management towards excellence of the school and the sub-dimension of creative self-efficacy that has the highest priority needs value
 - 3.2. Information, Knowledge, and Technology sub-criterion and the sub-dimension of creative self-efficacy that has the highest priority needs value
 - 3.3. Measurement and analysis of school performance sub-criteria and the sub-dimension of creative self-efficacy that has the highest priority needs value

Table 35: The Framework of management towards excellence of schools to enhance students' creative self-efficacy:

Measurement, Analysis, and Knowledge Management = MAKM

Information, Knowledge, and technology management = Makm 1

Measurement and Analysis of school performance = Makm 2

Excellence Management to Enhance Students' Creative Self-Efficacy									
Results	Process	Creative Self-Efficacy							MAKM
		Creative Thinking Self-Efficacy				Creative Performance Self-Efficacy			
		Flu	Flx	Ela	Ori	Fie	Per	Pers	
1. Students' and Stakeholders' Engagement	Students and Stakeholders	1				2			
<i>1.1. Students and stakeholders' engagement</i>	Student and Stakeholder's Engagement	<i>1</i>				<i>2</i>			
		2	3	4	1	2	3	1	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
<i>1.2. Students' satisfaction</i>	Student and Stakeholder's Expectations	2				1			
		4	3	2	1	2	3	1	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
2. Student Learning	Operation	1				2			
<i>2.1. Creative thinking self-efficacy</i>	Support and Improvement process	<i>1</i>				<i>2</i>			
		1	2	3	3	1	3	2	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
<i>2.2. Creative Performance self-efficacy</i>	Operational Effectiveness	<i>1</i>				<i>2</i>			
		2	1	4	2	3	1	2	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
3. Budget and Financial Management	Strategy	1				2			
<i>3.1. Strategy Development</i>	Strategy Development	<i>1</i>				<i>2</i>			
		2	3	4	1	2	3	1	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
<i>3.2. Strategy implementation</i>	Strategy Implementation	<i>1</i>				<i>2</i>			
		3	2	4	1	3	1	2	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
4. Teacher development and Engagement	Workforce	1				2			
<i>4.1. Teacher development</i>	Teachers and Educational staff working environment	<i>1</i>				<i>2</i>			
		1	4	3	2	2	1	3	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
<i>4.2. Teachers' engagement</i>	Teachers and Educational staffs'	<i>1</i>				<i>2</i>			
		4	3	2	1	2	3	1	

Excellence Management to Enhance Students' Creative Self-Efficacy									
Results	Process	Creative Self-Efficacy						MAKM	
		Creative Thinking Self-Efficacy				Creative Performance Self-Efficacy			
		Flu	Flx	Ela	Ori	Fie	Per		Pers
	engagement	4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
5. Leadership and Governance	Leadership	1				2			
<i>5.1. Senior Leadership</i>	Senior leadership	<i>1</i>				2			
		3	2	4	1	3	1	2	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>
		3	2	4	1	3	2	1	
		4	3	1	1	2	3	1	<i>Makm 1</i>
		4	1	3	2	1	3	2	<i>Makm 2</i>

Table 36: The framework for drafting approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

R = Result

EM = Criteria of Excellence Management

Em = Sub-criteria of Excellence Management

DCSE = Dimension of Creative Self-Efficacy

Cse = Sub- dimension of Creative self-Efficacy

The approach is proposed under these formula

Main approach: Result + EM

Sub - approach: Em + DCSE

Methods:

1. Em+ Cse

2&3. Makm + Cse

Results	Process	Excellence Management to Enhance Students' Creative Self-Efficacy						MAKM	Drafted approaches of management toward excellence of school in Banteay Meanchey to enhance students' creative self-efficacy	
		Creative Self-Efficacy								
		CTSE			CPSE					
		Flu	Flx	Ela	Ori	Fie	Per	Pers		
1. Students' and Stakeholders' Engagement	Students and Stakeholders	1			2				Main 1: 1st R + EM	
<i>1.1. Students and stakeholders' engagement</i>	Student and Stakeholder's Engagement	<i>1</i>			2				Sub 1.1: Em + DCSE	
		2	3	4	1	2	3	1	Methods 1) Em + Cse 2) Makm 1 +Cse 3) Makm 2+ Cse	
		4	3	1	1	2	3	1		<i>Makm 1</i>
		4	1	3	2	1	3	2		<i>Makm 2</i>
<i>1.2. Students' satisfactions</i>	Student and Stakeholder's Expectation	2			<i>1</i>				Sub 1.1: Em + DCSE	
		4	3	2	1	2	3	1	Metho 1) Em + Cse 2) Makm 1 +Cse	
		4	3	1	1	2	3	1		<i>Makm 1</i>

Results	Excellence Management to Enhance Students' Creative Self-Efficacy								Drafted approaches of management toward excellence of school in Banteay Meanchey to enhance students' creative self-efficacy	
	Process	Creative Self-Efficacy								MAKM
		CTSE				CPSE				
		Flu	Flx	Ela	Ori	Fie	Per	Pers		
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
2. Student Learning	Operation	1				2				Main 2: 2nd R+ EM
<i>2.1. Creative thinking self-efficacy</i>	Support and Improvement process	<i>1</i>				<i>2</i>				Sub 2.1: Em + DCSE
		1	2	3	3	1	3	2		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
		<i>1</i>				<i>2</i>				Sub 2.1: Em + DCSE
<i>2.2. Creative Performance self-efficacy</i>	Operational Effectiveness	2	1	4	2	3	1	2		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
3. Budget and Financial Management	Strategy	1				2				Main 3: 3rd R+ EM
<i>3.1. Strategy Development</i>	Strategy Development	<i>1</i>				<i>2</i>				Sub 3.1: Em + DCSE
		2	3	4	1	2	3	1		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
		<i>1</i>				<i>2</i>				Sub 3.1: Em + DCSE
<i>3.2. Strategy implementation</i>	Strategy Implementation	3	2	4	1	3	1	2		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
4. Teacher development and Engagement	Workforce	1				2				Main 4: 4th R+ EM
<i>4.1. Teacher development</i>	Teachers and Educational staffs working environment	<i>1</i>				<i>2</i>				Sub 4.1: Em + DCSE
		1	4	3	2	2	1	3		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
		<i>1</i>				<i>2</i>				Sub 4.1: Em + DCSE
<i>4.2. Teachers' engagement</i>	Teachers and Educational staffs' engagement	4	3	2	1	2	3	1		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
5. Leadership and Governance	Leadership	1				2				Main 5: 5th R+ EM
<i>5.1. Senior Leadership</i>	Senior leadership	<i>1</i>				<i>2</i>				Sub 5.1: Em + CSE
		3	2	4	1	3	1	2		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse
		<i>1</i>				<i>2</i>				Sub 5.1: Em + CSE
<i>5.2. Good governance and Societal contribution</i>	Governance and Societal contribution	3	2	4	1	3	2	1		1) Em + Cse
		4	3	1	1	2	3	1	<i>Makm 1</i>	2) Makm 1 +Cse
		4	1	3	2	1	3	2	<i>Makm 2</i>	3) Makm 2+ Cse

As a result, the researcher drafted five main approaches, ten sub-approaches, and thirty methods to respond to the priority need for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy as follows,

Table 37: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
1. Students' and Stakeholders' Engagement	Students and Stakeholders PNI Modified = 0.281			Main 1: Establish a welcoming climate for students and stakeholder engagement
	1. Student and Stakeholder's Engagement 0.285	<i>CTSE</i>		Sub 1.1. Increase space for stakeholder's participation and support in developing students' creative thinking self-efficacy
		<i>Originality self-efficacy</i>	<i>Elaboration and originality self-efficacy</i>	<p>Methods</p> <p>1.1.1. Offer multi-opportunities for parents and the community to be involved in school activities to develop students' originality self-efficacy</p> <p>1.1.2. Encourage parents to create a supportive learning environment at home to develop students' elaboration and originality self-efficacy</p> <p>1.1.3. Have parents regularly share their experiences and problem in developing students' flexibility self-efficacy</p>

Table 38: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
1. Students' and Stakeholders' Engagement	Students and Stakeholders PNI Modified = 0.281			Main 1: Establish a welcoming climate for students and stakeholder engagement
	2. Student and Stakeholder's Expectation = 0.278	<i>CPSE</i>		Sub 1.2. Cultivate friendly students' and stakeholders' communication and relation in developing creative performance self-efficacy
		<i>Originality self-efficacy</i>	<i>Elaboration and originality self-efficacy</i>	<p>Methods</p> <p>1.2.1. Survey students' and stakeholders' needs and expectations on developing originality self-efficacy.</p> <p>1.2.2. Conduct regular dialogue and sharing with students and stakeholders to be present with their needs and interest in developing elaboration and originality self-efficacy</p> <p>1.2.3. Regular evaluate the school's resources that respond to the students' and stakeholders' need to develop students' flexibility self-efficacy</p>

Table 39: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
2.Student Learning	Operation PNI Modified = 0.292			Main 2: Install the context of Teach for Learn more than Teach for Test
	1. Support and Improvement process 0.297	<i>CTSE</i>		Sub 2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy
		<i>Fluency self-efficacy</i>		Methods 2.1.1. Coordinate with stakeholders to design extracurricular activities to develop students' fluency self-efficacy
		<i>Elaboration and originality self-efficacy</i>		2.1.2. Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy
		<i>Flexibility self-efficacy</i>		2.1.3. Allow parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy

Table 40: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
2. Student Learning	Operation PNI Modified = 0.292	CTSE		Main 2: Install the context of Teach for Learn more than Teach for Test
	1. Operational Effectiveness = 0.281	<i>Flexibility self-efficacy</i>		Sub 2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy
		<i>Elaboration and originality self-efficacy</i>		Methods 2.2.1. Ongoing verify the readiness and safety of learning resources and environment for developing students' fluency and flexibility self-efficacy 2.2.2. Engage students with learning resources outside the wall of the classroom or school to enhance students' elaboration and originality self-efficacy
		<i>Flexibility self-efficacy</i>		2.2.3. Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy

Table 41: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
3. Budget and Financial Management	Strategy PNI Modified = 0.29			Main 3: Design a future-focused strategic plan
	1. Strategy Implementation 0.296	<i>CTSE</i>		Sub 3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy
		<i>Originality self-efficacy</i>		Methods 3.1.1. Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy
		<i>Elaboration and originality self-efficacy</i>		3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy
		<i>Flexibility self-efficacy</i>		3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community

Table 42: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

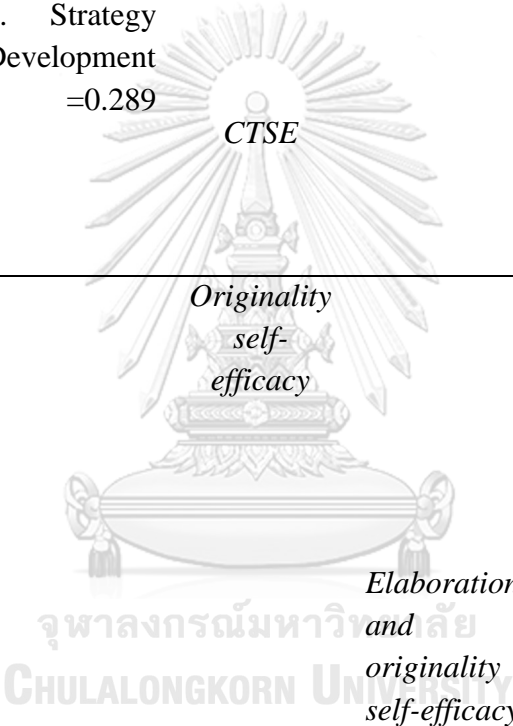
The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
3. Budget and Financial Management	Strategy PNI Modified = 0.292			Main 3: Design a future-focused strategic plan
	2. Strategy Development =0.289			Sub 3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy
		<i>Elaboration and originality self-efficacy</i> <i>Flexibility self-efficacy</i>		Methods 3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance students' originality self-efficacy 3.2.2. Involve key suppliers and partners in developing school strategy to enhance students' originality and elaboration self-efficacy 3.2.3. Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy

Table 43: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
4. Teacher Development and Engagement	Workforce PNI Modified = 0.278			Main 4: Design the new paradigm of teacher professional development
	1. Teachers and Educational staff working environment 0.286	<i>CTSE</i>		Sub 4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-efficacy
		<i>Fluency self-efficacy</i>		Methods 4.1.1. Create a feeling of shared ownership and responsibility in enhancing students' fluency self-efficacy with teachers 4.1.2. Offer professional development and support for teachers according to their needs and condition to develop knowledge and skills in enhancing students' elaboration and originality self-efficacy 4.1.3. Reduce barriers to teacher professional development to motivate teachers to enhance students' flexibility self-efficacy
		<i>Elaboration and originality self-efficacy</i>		
		<i>Flexibility self-efficacy</i>		

Table 44: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
4. Teacher Development and Engagement	Workforce PNI <small>Modified =</small> 0.278			Main 4: Design the new paradigm of teacher professional development
	2. Teachers and Educational staffs' Engagement 0.269	<i>CTSE</i>		Sub 4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy
		<i>Originality self-efficacy</i>	<i>Elaboration and originality self-efficacy</i>	Methods 4.2.1. Encourage teachers to do action research or case study on creativity to enhance students' originality self-efficacy 4.2.2. Engage teachers to share new knowledge, experience, and consultation to foster the developing students' elaboration and originality self-efficacy. 4.2.3. Implement a reward system to encourage the involvement or ongoing improvement in developing students' flexibility self-efficacy

Table 45: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
5. Leadership and Governance	Leadership PNI Modified = 0.254			Main 5: Cultivate innovative-driven leadership to foster change and execute the current status quo
	1. Senior leadership 0.260	<i>CTSE</i>		Sub 5.1. Inspire valuing the development of students' creative thinking self-efficacy
		<i>Originality self-efficacy</i>	<i>Elaboration and originality self-efficacy</i>	<p>Methods</p> <p>5.1.1. Shared school's vision, goals, and common sense of enhancing students' originality self-efficacy to teachers and stakeholders to develop students together</p> <p>5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.</p> <p>5.1.3. Analyze the school's challenge in striving to develop student's fluency self-efficacy</p>

Table 46: (Drafted) Approaches for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy (Continue)

The Priority Needs Results	Management Towards Schools Excellence	Creative Self-Efficacy	MAKM	(Draft) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy
5. Leadership and Governance	Leadership PNI Modified = 0.254			Main 5: Cultivate innovative-driven leadership to foster change and execute the current status quo
2. Governance and Societal contribution	0.248	CTSE		Sub 5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy
		Originality self-efficacy	Elaboration and originality self-efficacy	<p>Methods</p> <p>5.2.1. Increase school engagement in social events to boost students' originality self-efficacy.</p> <p>5.2.2. Engage community partners to provide supported services at school to develop students 'elaboration and originality self-efficacy</p> <p>5.2.3. Promote school self-evaluation and external evaluation to review the school's performance in enhancing students' flexibility self-efficacy</p>

4.3.2. The Evaluation of suitability and feasibility of the drafted for developing management toward excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

The drafted approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy that the researcher conducted were taken to seven experts for further evaluation on its suitability and feasibility. The experts' evaluation and comments on the drafted approaches were collected to describe as follows,

Table 47: The suitability and feasibility of the drafted main approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level
Main Approaches						
1 Establish a welcoming climate for students' and stakeholders' engagement	4.570	0.535	Highest	4.430	0.787	High
2 Install the context of Teach for Learn more than Teach for Test	4.140	0.900	High	4.140	0.900	High
3 Design future-focused strategic plan	4.430	0.787	High	4.430	0.535	High
4 Design the new paradigm of teacher professional development	4.570	0.787	Highest	4.140	0.900	High
5 Cultivate innovative-driven leadership to foster change and execute the current status quo	4.570	0.535	Highest	4.140	0.900	High

Table 48: The suitability and feasibility of the drafted sub-approaches for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

(Drafted) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level
1. Establish a welcoming climate for students' and stakeholders' engagement						
1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy	4.710	0.756	Highest	4.290	0.756	High
1.2. Cultivate friendly students' and stakeholders' communication and relation	4.860	0.378	Highest	4.710	0.488	Highest
2. Install the context of Teach for Learn more than Teach for Test						
2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy	4.570	0.787	Highest	4.570	0.787	Highest
2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy	4.710	0.756	Highest	4.430	0.787	High
3. Design a future-focused strategic plan						
3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy	4.290	0.951	High	4.140	0.690	High
3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy	4.290	0.951	High	4.140	0.690	High
4. Design the new paradigm of teacher professional development						
4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-	4.570	0.787	Highest	4.290	0.756	High

(Drafted) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level
efficacy						
4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy	4.710	0.488	Highest	4.430	0.535	High
5. Cultivate innovative-driven leadership to foster change and execute the current status quo						
5.1. Inspire valuing the development of students' creative thinking self-efficacy	4.570	0.535	Highest	4.430	0.535	High
5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy	4.430	0.787	High	4.290	0.756	High

Table 49: The suitability and feasibility of the drafted methods for developing management toward excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level
1. Establish a welcoming climate for students' and stakeholders' engagement						
1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy						
1.1.1. Offer multi opportunities for parents and the community to be involved in school activities to develop students' originality self-efficacy	4.860	0.378	Highest	4.430	0.535	High
1.1.2. Encourage parents to create a supportive learning	4.570	0.787	Highest	4.140	0.690	High

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
environment at home to develop students' elaboration and originality self-efficacy						
1.1.3. Have parents regularly share their experiences and problem in developing students' flexibility self- efficacy	4.570	0.787	Highest	4.000	0.816	High
1.2. Cultivate friendly students' and stakeholders' communication and relation						
1.2.1. Survey students' and stakeholders' needs and expectations on developing originality self-efficacy	4.570	0.787	Highest	4.290	0.951	High
1.2.2. Conduct regular dialogue and sharing with students and stakeholders to be present with their needs and interest in developing elaboration and originality self-efficacy	4.570	0.787	Highest	4.430	0.787	High
1.2.3. Evaluate the current school's resources that respond to the students' and stakeholders' need to develop students' flexibility self- efficacy	4.570	0.787	Highest	4.570	0.787	Highest
2. Install the context of Teach for Learn more than Teach for Test						
2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy						
2.1.1. Coordinate with stakeholders to design extracurricular activities to develop students' fluency self- efficacy	4.710	0.756	Highest	4.290	0.756	High
2.1.2. Improve knowledge	4.570	0.787	Highest	4.430	0.787	High

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{X}	<i>S.D.</i>	Level	\bar{X}	<i>S.D.</i>	Level
management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy						
2.1.3. Allow parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy	4.430	0.976	High	4.000	1.000	High
2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy						
2.2.1. Ongoing verify the readiness and safety of learning resources and environment for developing students' fluency and flexibility self-efficacy	4.430	1.134	High	4.430	1.134	High
2.2.2. Engage students with learning resources outside the wall of the classroom or school to enhance students' elaboration and originality self-efficacy	4.430	1.134	High	4.430	1.134	High
2.2.3. Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy	4.570	0.787	Highest	4.430	0.787	High
3. Design a future-focused strategic plan						
3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy						
3.1.1. Apply a variety of learning activities that respond to the goals to develop	4.430	0.787	High	4.140	0.900	High

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
students' originality self-efficacy						
3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy	4.430	1.134	High	3.570	1.134	High
3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community	4.710	0.756	Highest	4.430	0.976	High
3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy						
3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy	4.290	1.113	High	4.000	1.155	High
3.2.2. Involve key supplier or partner in developing a strategy to enhance students' originality and elaboration self-efficacy	4.290	1.113	High	4.000	1.155	High
3.2.3. Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy	4.570	0.787	Highest	4.430	0.787	High
4. Design the new paradigm of teacher professional development						
4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-efficacy						
4.1.1. Create a feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers	4.430	0.787	High	4.430	0.787	High

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
4.1.2. Offer professional development and support for teachers according to their needs and condition to develop knowledge and skills in enhancing students' elaboration and originality self-efficacy	4.430	0.976	High	4.000	1.000	High
4.1.3. Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy	4.290	1.113	High	4.140	1.215	High
4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy						
4.2.1. Encourage teachers to do action research or case study on creativity to enhance students' originality self-efficacy	4.430	0.976	High	4.000	0.816	High
4.2.2. Engage teachers in the opportunities of sharing new knowledge, experience, and consultation to foster the developing students' elaboration and originality self-efficacy.	4.570	0.787	Highest	4.430	0.976	High
4.2.3. Implement a reward system to encourage the involvement or ongoing improvement in developing students' flexibility self-efficacy	4.570	0.787	Highest	4.430	0.787	High
5. Cultivate innovative-driven leadership to foster change and execute the current status quo						
5.1. Inspire valuing the development of students' creative thinking self-efficacy						
5.1.1. Shared school's vision,	4.860	0.378	Highest	4.570	0.535	Highest

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	Suitability			Feasibility		
	\bar{x}	<i>S.D.</i>	Level	\bar{x}	<i>S.D.</i>	Level
goals, and common sense of enhancing students' originality self-efficacy to teachers and stakeholders to develop students together						
5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.	4.860	0.378	Highest	4.430	0.787	High
5.1.3. Analyze the school's challenge in striving to develop student's fluency self-efficacy	4.430	0.787	High	4.430	0.787	High
5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy						
5.2.1. Increase school engagement in social events to boost students' originality self-efficacy	4.570	0.787	Highest	4.430	0.787	High
5.2.2. Engage community partners to provide supported services at school to develop students 'elaboration and originality self-efficacy	4.570	0.535	Highest	4.430	0.787	High
5.2.3. Promote school self-evaluation and external evaluation to review the school's performance in enhancing students' flexibility self-efficacy	4.430	0.787	High	4.290	0.951	High

Table 50: Comments and final approaches for developing management towards excellence of school in Banteay Meanchey to enhance students' creative self-efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
1. Establish a welcoming climate for students' and stakeholders' engagement	1. It also needs to establish a warm climate between the school director and teachers, and teachers and students	1. Establish a welcoming climate for students' and stakeholders' engagement
1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy		1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy
1.1.1. Offer multi opportunities for parents and the community to be involved in school activities to develop students' originality self-efficacy		1.1.1. Offer multi-opportunities for parents and the community to involve in school activities to develop students' originality self-efficacy
1.1.2. Encourage parents to create a supportive learning environment at home to develop students' elaboration and originality self-efficacy	1. The level of parents' engagement could vary depending on their educational background.	1.1.2. Encourage teacher-parent collaboration in creating a supportive home environment for developing students' elaboration and originality self-efficacy
1.1.3. Have parents regularly share their experiences and problem in developing students' flexibility self-efficacy	1. Some parents could not regularly share their experiences and problems with school	1.1.3. Motivate parents to share and learn from each other experiences and problems in developing students' flexibility self-efficacy.
1.2. Cultivate friendly students' and stakeholders' communication and relation in	1. It should start with a good relationship between students and	1.2. Institutionalize students' and stakeholders' voice and choice

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
developing creative performance self-efficacy	teachers	opportunities in developing creative performance self-efficacy
1.2.1. Survey students' and stakeholders' needs and expectations on developing originality self-efficacy		1.2.1. Identify students' and stakeholders' needs and interests in developing originality self-efficacy
1.2.2. Conduct regular dialogue and sharing with students and stakeholders to be present with their needs and interest in developing elaboration and originality self-efficacy	1. Institutionalization of the school management committee with all stakeholders' engagement.	1.2.2. Include parents and community in making decisions in developing students' elaboration and originality self-efficacy
1.2.3. Evaluate the current school's resources that respond to the students' and stakeholders' need to develop students' flexibility self-efficacy	1. Mobilization of additional resources for school improvement.	1.2.3. Identify and integrate resources and services from parents and the community in developing students' flexibility self-efficacy
2. Install the context of Teach for Learn more than Teach for Test	1. It is better to change from "install the context" to "foster the culture."	2. Foster the context of Teach for Learn more than Teach for Test
2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy	1. Study clubs, competitions, and project participation should be added	2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy
2.1.1. Coordinate with stakeholders to design extracurricular activities to develop students' fluency self-efficacy	1. It requires skills and time. 2. Should work with the experts from other ecosystem, including mentors from universities.	2.1.1. Coordinate with partners, community, and organizations to design extracurricular activities for developing students'

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
2.1.2. Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy		fluency self-efficacy 2.1.2. Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy
2.1.3. Allow parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy	<ol style="list-style-type: none"> 1. Parents and community people may not be able to engage in the process due to their limitations. 2. Parents and community to provide oversight and support school and evaluation. 3. All parents and the community can monitor but may not be able to give accurate evaluations regarding the school's working process. There should be a selection of representatives to do these jobs. 	2.1.3. Invite parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy
2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy	<ol style="list-style-type: none"> 1. It is hard to keep a good environment in school as food and drink are sold there. 2. New teaching methods: project-based, problem-solving, and inquiry 	2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
	can foster creative self-efficacy.	
2.2.1. Ongoing verify the readiness and safety of learning resources and environment for developing students' fluency and flexibility self-efficacy	<ol style="list-style-type: none"> 1. It should be ready to manage the classroom resource first. 2. Library and the Internet should help students conduct research and self-study. 3. It is better to change from "Ongoing" to "Regularly." 	2.2.1. Regularly verify the readiness and safety of the classroom and school resources and environment for developing students' fluency and flexibility self-efficacy
2.2.2. Engage students with learning resources outside the wall of the classroom or school to enhance students' elaboration and originality self-efficacy	1. It should be encouraged through project, completion, and club activities.	2.2.2. Engage students with learning resources both inside and outside the wall of the classroom and school to enhance students' elaboration and originality self-efficacy
2.2.3. Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy	1. Self-evaluation for schools is elective standards.	2.2.3. Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy
3. Design a future-focused strategic plan	<ol style="list-style-type: none"> 1. It seems not a response to finance. 2. Some schools may not be ready as designing an effective strategic plan needs the expertise and experience of the developers. 	3. Design a future-focused strategic plan to bring about nurturing creativity

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy		3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy
3.1.1. Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy	<ol style="list-style-type: none"> 1. Use project-based learning and students' clubs to promote creative thinking. 2. Teachers need to be well-trained in designing these activities. 	3.1.1. Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy
3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy	<ol style="list-style-type: none"> 1. Network is not available at some place. 2. Human and material resources are vitally needed. 3. ICT in teaching and learning can foster creative self-efficacy. 4. The availability of ICT and internet in rural schools may be the apparent challenge as it needs more public investment, and schools could not deal with them independently. 	3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy
3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community	<ol style="list-style-type: none"> 1. Use a mobile phone app for a subject teacher to share best practices. 	3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy	1. Does the action plan reveal the budget?	3.2. Ensure the school plan supports the school budget and vice versa in developing students' creative thinking self-efficacy
3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy		3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy
3.2.2. Involve key supplier or partner in developing a strategy to enhance students' 'originality and elaboration self-efficacy	1. Mentor from university, private sector company local skill, competition program between school. 2. Add "s" to supplier and partner.	3.2.2. Involve key suppliers and partners in developing a strategy to enhance students' 'originality and elaboration self-efficacy
3.2.3. Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy		3.2.3. Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy
4. Design the new paradigm of teacher professional development	1. Teacher professionalism is good, but the salary is better.	4. Design the new paradigm of teacher professional development
4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-efficacy	1. It should start with caring about the director and teachers working environment.	4.1. Build a positive and supportive working environment amongst teachers and directors in school to enhance students' creative thinking self-

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
4.1.1. Create a feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers		efficacy 4.1.1. Create a feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers
4.1.2. Offer professional development and support for teachers according to their needs and condition develop knowledge and skills in enhancing students' elaboration and originality self-efficacy	1. Link CPD to students learning outcomes and assessment to improve teaching and learning. 2. There is a possibility that professional development can be undergone, mainly through PLC, seminars, and other short courses. However, degree programs could face challenges as it needs time and financial investment.	4.1.2. Offer continuous professional development and support for teachers according to their needs and conditions to develop knowledge and skills in developing students' elaboration and originality self-efficacy
4.1.3. Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy	1. Provide incentives through career path or best practice award. 2. It is better to change from "reduce barriers to" enable opportunities for."	4.1.3. Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy
4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy	1. PLCs and teacher upgrade program (TUP), performance assessment, and teacher career path.	4.2. Reward teachers' great work and engagements in promoting knowledge development and techniques to develop students' creative thinking self-efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
4.2.1. Encourage teachers to do action research or case study on creativity to enhance students' originality self-efficacy	1. Some teachers may not be familiar with action research unless trained (3). 2. Practically, there is a need to train teachers to conduct action research	4.2.1. Train and encourage teachers to do action research or case study on creativity to promote students' originality self-efficacy
4.2.2. Engage teachers in the opportunities of sharing new knowledge, experience, and consultation to foster the developing students' elaboration and originality self-efficacy.	1. PLCs need to be promoted 2. It is better to replace "of sharing" with "for sharing."	4.2.2. Provide opportunities for a teacher to share and apply new knowledge, experience, and resource to foster the development of students' elaboration and originality self-efficacy.
4.2.3. Implement a reward system to encourage the involvement or ongoing improvement in developing students' flexibility self-efficacy		4.2.3. Implement a reward system to encourage the involvement or ongoing improvement in developing students' flexibility self-efficacy
5. Cultivate innovative-driven leadership to foster change and execute the current status quo	1. It may take some time for rural schools to cultivate this leadership.	5. Cultivate innovative-driven leadership to foster change and execute the current status quo
5.1. Inspire valuing the development of students' creative thinking self-efficacy	1. School improvement plan with stakeholder consultation.	5.1. Reinforce school process to value the development of students' creative thinking self-efficacy
5.1.1. Shared school's vision, goals, and common sense of enhancing students' originality self-efficacy to teachers and		5.1.1. Shared school's vision, goals, and common sense of developing students' originality self-efficacy to teachers and

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
stakeholders to develop students together		stakeholders to develop students together
5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.		5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.
5.1.3. Analyze the school's challenge in striving to develop student's fluency self-efficacy		5.1.3. Analyze the school's challenge in striving to develop student's fluency self-efficacy
5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy		5.2. Lead the school community in a process of a shared direction and commitment to develop students' creative thinking self-efficacy
5.2.1. Increase school engagement in social events to boost students' originality self-efficacy		5.2.1. Increase school engagement in social events to boost students' originality self-efficacy
5.2.2. Engage community partners to provide supported services at school to develop students 'elaboration and originality self-efficacy		5.2.2. Inspire community partners to provide supportive services for developing students' elaboration and originality self-efficacy
5.2.3. Promote school self-evaluation and external evaluation to review the school's performance in enhancing students'		5.2.3. Promote school self-evaluation and external evaluation to review the school's performance in developing students'

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy	Experts' Comments	The Complete Approaches
flexibility self-efficacy		flexibility self-efficacy

The table describes the drafted approaches, the comments from experts, and the final approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy. The final approaches result from revising the drafted approaches based on the comments from experts and further comments from the advisor and co-advisor. Finally, the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy are five main approaches, ten sub-approaches, and thirty methods for practice as follows,

Main Approach 1: Establish a welcoming climate for students' and stakeholders' engagement

Sub-Approach 1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy

Methods:

- 1.1.1. Offer multi opportunities for parents and the community to involve in school activities to develop students' originality self-efficacy
- 1.1.2. Encourage teacher-parent collaboration in creating a supportive home environment for developing students' elaboration and originality self-efficacy
- 1.1.3. Motivate parents to share and learn from each other experiences and problems in developing students' flexibility self-efficacy.

Sub-Approach 1.2. Institutionalize students' and stakeholders' voice and choice opportunities in developing creative performance self-efficacy

Methods:

- 1.2.1. Identify students' and stakeholders' needs and interests in developing originality self-efficacy
- 1.2.2. Include parents and community in making decisions in developing elaboration and originality self-efficacy
- 1.2.3. Identify and integrate resources and services from parents and the community in developing students' flexibility self-efficacy

Main Approach 2: Foster the context of Teach for Learn more than Teach for Test

Sub-Approach 2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy

Methods:

- 2.1.1. Coordinate with partners, community, and experts from other organizations to design extracurricular activities for developing students' fluency self-efficacy
- 2.1.2. Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy
- 2.1.3. Invite parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy

Sub-Approach 2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy

Methods:

- 2.2.1. Regularly verify the readiness and safety of the classroom and school resources and environment for developing students' fluency and flexibility self-efficacy
- 2.2.2. Engage students with learning resources both inside and outside the wall of the classroom and school to enhance students' elaboration and originality self-efficacy
- 2.2.3. Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy

Main Approach 3: Design a future-focused strategic plan to bring about nurturing creativity

Sub-Approach 3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy

Methods:

- 3.1.1. Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy
- 3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy
- 3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community

Sub-Approach 3.2. Ensure the school plan supports the school budget and vice versa in developing students' creative thinking self-efficacy

Methods:

- 3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy

- 3.2.2. Involve key suppliers and partners in developing a strategy to enhance students' originality and elaboration self-efficacy
- 3.2.3. Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy

Main Approach 4: Design the new paradigm of teacher professional development

Sub-Approach 4.1. Build a positive and supportive working environment amongst teachers and directors in school to enhance students' creative thinking self-efficacy

Methods:

- 4.1.1. Create the feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers
- 4.1.2. Offer continuous professional development and support for teachers according to their needs and condition to develop knowledge and skills in developing students' elaboration and originality self-efficacy
- 4.1.3. Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy

Sub-Approach 4.2. Reward teachers' great work and engagements in promoting knowledge development and techniques to develop students' creative thinking self-efficacy

Methods:

- 4.2.1. Train and encourage teachers to do action research or case study on creativity to promote students' originality self-efficacy
- 4.2.2. Provide opportunities for the teacher to share and apply new knowledge, experience, and resource to foster the development of students' elaboration and originality self-efficacy.
- 4.2.3. Implement a reward system to encourage the involvement and ongoing improvement in developing students' flexibility self-efficacy

Main Approach 5: Cultivate innovative-driven leadership to foster change and execute the current status quo

Sub-Approach 5.1. Reinforce the school process to value the development of students' creative thinking self-efficacy

Methods:

- 5.1.1. Shared school's vision, goals, and common sense of developing students' originality self-efficacy to teachers and stakeholders to develop students together

5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.

5.1.3. Analyze the school's challenge in striving to develop students' fluency self-efficacy.

Sub-Approach 5.2. Lead the school community in a process of a shared direction and commitment to developing students' creative thinking self-efficacy

Methods:

5.2.1. Increase school engagement in social events to boost students' originality self-efficacy

5.2.2. Inspire community partners to provide supportive services for developing students' elaboration and originality self-efficacy

5.2.3. Promote school self-evaluation and external evaluation to review the school's performance in developing students' flexibility self-efficacy

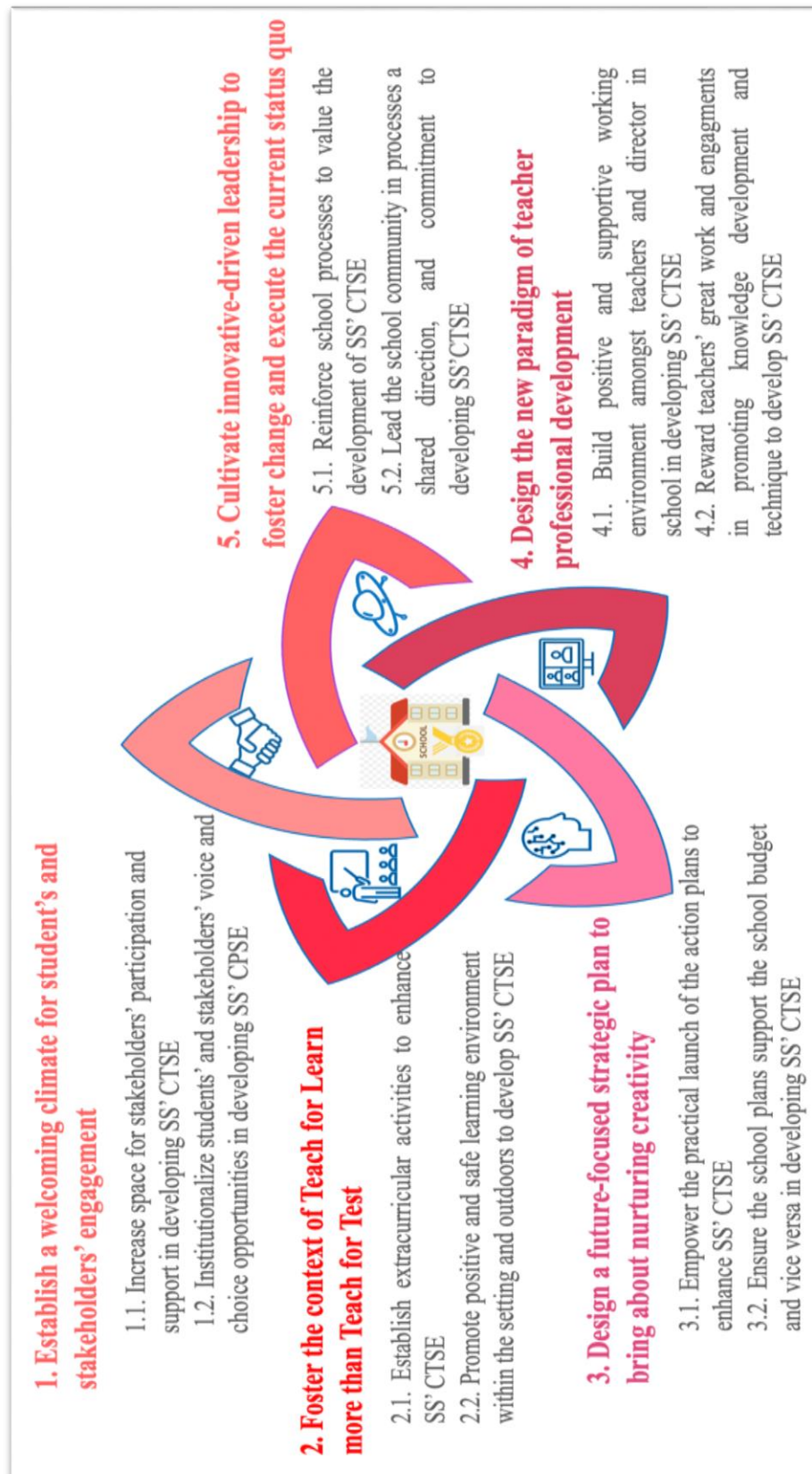


Figure 18: Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

CHAPTER 5

Conclusion, Discussion, and Recommendations

The research study aimed to 1) Study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, 2) Study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, and 3) Propose approaches of developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

The used instruments were the current and desirable state questionnaire and the suitability and feasibility evaluation of the drafted conceptual framework and approaches for developing management towards excellence of schools to enhance students' creative self-efficacy. The study's informants included directors, deputy directors, and teachers from 28 High Schools in Banteay Meanchey, 215 people. The collected data were analyzed using frequency, percentage, mean, standard deviation, the PNI modified, and content analysis method.

This chapter was about the findings' summary, Conclusion, Discussion, and Recommendation. They were detailed as follows:

5.1. Conclusion

5.1.1. The conceptual framework of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.1.2. The priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.1.3. Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.2. Discussion

5.2.1. The discussion on the conceptual framework for management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.2.2. The needs for the Process of developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.2.3. The needs of the Results and approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

5.3. Recommendation

5.3.1. Recommendations for practices

5.3.2. Recommendations for further research

5.1. Conclusion

The finding shows that

5.1.1. The conceptual framework of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The framework of:

1) **Management towards Excellence of Schools** contains the following criteria:

- 1.1) Leadership
- 1.2) Strategy
- 1.3) Students and Stakeholders
- 1.4) Measurement, Analysis, and Knowledge Management
- 1.5) Workforce (Teachers and educational staff)
- 1.6) Operation
- 1.7) Results
 - 1.7.1) Students Learning
 - 1.7.2) Students' and Stakeholders' Engagement
 - 1.7.3) Teachers and Educational staff's Engagement
 - 1.7.4) Leadership and Governance
 - 1.7.5) Budget, Financial, and Strategy

2) **Creative Self-Efficacy** contains the following dimensions:

- 2.1) Creative thinking self-efficacy
 - 2.1.1) Fluency self-efficacy
 - 2.1.2) Flexibility self-efficacy
 - 2.1.3) Elaboration self-efficacy
 - 2.1.4) Originality self-efficacy
- 2.2) Creative performance self-efficacy
 - 2.2.1) Field self-efficacy
 - 2.2.2) Personality self-efficacy
 - 2.2.3) Persistence self-efficacy

5.1.2. The priority needs for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The finding revealed that the priorities for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy were as follows,

1) The Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

1.1) Overall

The finding revealed that the overall Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is at a moderate level in the current state and a high level in the desirable state. The overall value of priority needs of Results is 0.307 ($PNI_{Modified} = 0.307$).

2) The Needs of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The needs of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy were as follows:

2.1) The overall needs of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The finding revealed that the overall needs of Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is at a moderate level in the current state and a high level in the desirable states. The overall value of priority needs of Process is 0.283 ($PNI_{Modified} = 0.283$).

2.2) The priority needs of each criterion of the Process for developing management towards excellence of schools in Banteay Meanchey

The finding revealed that the Management, Analysis, and Knowledge Management criterion contains the highest priority needs a value, followed by the Strategy criterion, Operation, Students and Stakeholders, and Workforce. The Leadership criterion has the lowest priority need value.

2.3) The priority needs of each criterion of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance dimensions of creative self-efficacy

The finding reveals that all the criteria of the Process of management towards excellence of schools in Banteay Meanchey, except the Students and Stakeholders criterion, contain the highest priority needs value in promoting students' creative thinking self-efficacy. However, the Students and Stakeholders criterion has a critical need to deal with promoting students' performance self-efficacy

2.4) The need for sub-criteria of the Process for developing management towards excellence of schools to enhance the sub-dimension of creative self-efficacy

2.4.1) Measurement, Analysis, and Knowledge Management criterion

The finding reveals that in the Measurement, Analysis, and Knowledge Management criteria; the Information, Knowledge, and Technology management sub-criterion has the highest priority needs value, while the Measurement and Analysis of school performance sub-criterion has the lowest priority needs value.

In the Information, Knowledge, and Technology management sub-criterion, item “Director uses a digital platform to manage and update school information, knowledge, and technology system to respond to the development of students’ elaboration and originality self-efficacy” has the highest priority need value.

In the Measurement and Analysis on school performance sub-criterion, item “Director focuses on monitoring and evaluating school performance and resources to respond to the development of students’ flexibility self-efficacy” contains the highest priority needs values

2.4.2) Strategy criterion

The finding revealed that in the Strategy criterion, the Strategy implementation sub-criterion has the highest priority needs value in the Strategy criterion, while the Strategy development sub-criterion has the lowest priority need value.

In the Strategy implementation sub-criterion, item “School performance responds to the development of students’ originality self-efficacy” has the highest priority need value.

In the Strategy development sub-criterion, the item “School strategic plans and objectives response to the development of students’ original self-efficacy” contains the highest priority needs values

2.4.3) Operation criterion

The finding reveals that in the Operation criterion, the Support and Improvement Process sub-criterion has the highest priority needs value and the Operational Effectiveness sub-criterion has the lowest priority needs value.

In the Support and Improvement Process sub-criterion, item “Director and all stakeholders work together to determine and lead activities that respond to the development of students’ fluency and elaboration self-efficacy,” and item “Director and teachers teach the learning

activities outside the classroom to promote the development of students' fluency self-efficacy" has the highest priority needs value.

In the Operational Effectiveness sub-criterion, item "Director promotes a safe learning environment to promote the development of students' flexibility self-efficacy" contains the highest priority need value.

2.4.4) Students and Stakeholders criterion

The finding reveals that in the Students and Stakeholder criterion, the Students and Stakeholders Engagement sub-criterion has the highest priority needs value. In contrast, the Students and Stakeholder's Expectation sub-criterion has the lowest priority needs value.

In the Students and Stakeholders Engagement sub-criterion, item "Director works to enable students and stakeholders' satisfaction and engagement in developing students' originality self-efficacy" has the highest priority needs value.

In the Students and Stakeholder's expectation sub-criterion, item "Director interacts with students' and stakeholders' needs in developing students' original self-efficacy" contains the highest needs value.

2.4.5) Workforce criterion

The finding reveals in the Workforce criterion, the Teacher and Educational Staff Working Environment sub-criterion has the highest priority needs value, while the Teachers and Educational Staff's Engagement sub-criterion has the lowest priority needs value.

In the Teacher and Educational Staff Working Environment sub-criterion, item "Director promote collaboration and professional learning community in school for developing teachers' creative self-efficacy and creative teaching to encourage the development of students' flexibility self-efficacy" has the highest priority needs value.

In the Teachers and Educational Staff's engagement sub-criterion, item "Director motivates teachers and educational staff to engage in promoting learning activities and an environment that responds to the development of students' original self-efficacy" contains the highest priority needs value.

2.4.6) Leadership criterion

The finding reveals that in the Leadership criterion, the Senior Leadership sub-criterion has the highest priority needs value, while the Governance and Societal Contribution sub-criterion has the lowest priority needs value.

In the Leadership sub-criterion, item “Director values the development of students’ originality self-efficacy” has the highest priority needs value.

The Governance and Societal Contribution, item “Director promotes teachers and stakeholders’ interest in developing students’ original self-efficacy,” has the highest priority needs value.

5.1.3. Approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy

The finding of priority needs of the Result, priority need of the Process, and the Recommendations for developing management toward school excellence to enhance students' creative self-efficacy were found. The approaches for developing management toward schools’ excellence to enhance students' creative self-efficacy were developed. The approaches contain five main approaches, ten sub-approaches, and thirty methods for practices as follows,

1) Main Approach 1: Establish a welcoming climate for students' and stakeholders' engagement

Sub-Approach 1.1) Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy

Methods

- 1.1.1) Offer multi opportunities for parents and the community to involve in school activities to develop students' originality self-efficacy
- 1.1.2) Encourage teacher-parent collaboration in creating a supportive home environment for developing students' elaboration and originality self-efficacy
- 1.1.3) Motivate parents to share and learn from each other experiences and problems in developing students' flexibility self-efficacy

Sub-Approach 1.2) Institutionalize students’ and stakeholders' voice and choice opportunities in developing creative performance self-efficacy

Methods

- 1.2.1) Identify students' and stakeholders' needs and interests in developing originality self-efficacy
- 1.2.2) Include parents and community in making decisions in developing elaboration and originality self-efficacy
- 1.2.3) Identify and integrate resources and services from parents and the community in developing students' flexibility self-efficacy

2) Main Approach 2: Foster the context of Teach for Learn more than Teach for Test

Sub-Approach 2.1) Establish extracurricular activities that enhance students' creative thinking self-efficacy

Methods

- 2.1.1) Coordinate with partners, community, and experts from other organizations to design extracurricular activities for developing students' fluency self-efficacy
- 2.1.2) Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy
- 2.1.3) Invite parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy

Sub-Approach 2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy

Methods

- 2.2.1) Regularly verify the readiness and safety of the classroom and school resources and environment for developing students' fluency and flexibility self-efficacy
- 2.2.2) Engage students with learning resources both inside and outside the wall of the classroom and school to enhance students' elaboration and originality self-efficacy
- 2.2.3) Motivate school self-evaluation on school practice to develop students' flexibility self-efficacy

3) Main Approach 3: Design a future-focused strategic plan to bring about nurturing creativity

Sub-Approach 3.1) Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy

Methods

- 3.1.1) Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy
- 3.1.2) Increase access to ICT and the Internet in school to develop students' elaboration and originality self-efficacy
- 3.1.3) Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community

Sub-Approach 3.2) Ensure the school plan supports the school budget and vice versa in developing students' creative thinking self-efficacy

Methods

3.2.1) Create strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy

3.2.2) Involve key suppliers and partners in developing a strategy to enhance students' originality and elaboration self-efficacy

3.2.3) Plan processes to mobilize and allocate resources for developing students' flexibility self-efficacy

4) Main Approach 4: The new paradigm of teacher professional development

Sub-Approach 4.1) Build a positive and supportive working environment amongst teachers and directors in school to enhance students' creative thinking self-efficacy

Methods

4.1.1) Create the feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers

4.1.2) Offer continuous professional development and support for teachers according to their needs and condition to develop knowledge and skills in developing students' elaboration and originality self-efficacy

4.1.3) Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy

Sub-Approach 4.2) Reward teachers' outstanding work and engagements in promoting knowledge development and techniques to develop students' creative thinking self-efficacy

Methods

4.2.1) Train and encourage teachers to do action research or case study on creativity to promote students' originality self-efficacy

4.2.2) Provide opportunities for the teacher to share and apply new knowledge, experience, and resource to foster the development of students' elaboration and originality self-efficacy.

- 4.2.3) Implement a reward system to encourage the involvement and ongoing improvement in developing students' flexibility self-efficacy

5) Main Approach 5: Cultivate innovative-driven leadership to foster change and execute the current status quo

Sub-Approach 5.1) Reinforce the school process to value the development of students' creative thinking self-efficacy

Methods

- 5.1.1) Shared school's vision, goals, and common sense of developing students' originality self-efficacy to teachers and stakeholders to develop students together
- 5.1.2) Strengthen partnerships with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.
- 5.1.3) Analyze the school's challenge in striving to develop students' fluency self-efficacy.

Sub-Approach 5.2) Lead the school community in the process of a shared direction and commitment to developing students' creative thinking self-efficacy

Methods

- 5.2.1) Increase school engagement in social events to boost students' originality self-efficacy
- 5.2.2) Inspire community partners to provide supportive services for developing students' elaboration and originality self-efficacy
- 5.2.3) Promote school self-evaluation and external evaluation to review the school's performance in developing students' flexibility self-efficacy

5.2. Discussion

5.2.1. The discussion on the conceptual framework for management towards excellence of schools in Banteay Meanchey to enhance creative self-efficacy

1) The conceptual framework for developing management towards excellence of schools consists of seven main criteria: Leadership; Strategy; Students and Stakeholders; Measurement, Analysis, and Knowledge Management; Workforce (teachers and educational staff); Operation; and Results.

The conceptual framework revealed that to manage a school to be an excellent educational organization, it needs the leading process of management and improvement of all parts of the school, starting from the high level of control, leader, to the related entities both in and outside school, all stakeholders or partners. Excellent management will not happen unless all related factors agree to cooperate

and go forward the exact directions. It is consistent with Faraj (2018), who pointed out that educational excellence is a set of interconnected operational principles and approaches that school employs to achieve growth in various areas. To attain satisfactory and consistent results over time, the school must analyze and find where and what is necessary to improve or change to get the results achieved. Suarez et al. (2016) explained that the effectiveness in managing strategy; cooperation agreements; financial, material, or knowledge resources management significantly impact the school's accomplishments. To face the challenges in a rapidly changing world, schools must demonstrate world-class performance and re-examine the critical drivers of teacher engagement because it is the basic formula for achieving organizational excellence (Sahoo & Sahu, 2009). The school must also design the workspace, organizational objective, managerial style, policy, norms, system, framework, learning space, work flexibility, social contact, and others are crucial components that foster creativity (Davis et al., 2012)_ the management must regularly and continuously develop to make the successful learning outcomes that respond to today's world and the next further. Moreover, schools must observe and evaluate the five sub-criteria of the Results to see what schools have made it good and what have not or must be improved. Thus, it illustrated that to meet the set goal of educational reform and the Department of Education in Banteay Meanchey, schools in Banteay Meanchey must actively pay attention to develop all management towards excellence of school criteria and get them to work towards the same set goal of the school.

2) The conceptual framework for creative self-efficacy consists of two main dimensions, creative thinking self-efficacy, and creative performance self-efficacy. Creative thinking self-efficacy contains four sub-dimensions: fluency, flexibility, elaboration, and originality self-efficacy. And creative performance self-efficacy contains three sub-dimensions: field, personality, and persistence self-efficacy. It demonstrated that creative self-efficacy is the ability to think of some idea or solutions creatively and to show or perform the creative thought with the creative process that responds to the people's needs appropriately and effectively. It is consistent with Hung et al. (2008). They demonstrated the fundamental dimensions of creative self-efficacy that are accepted and applied widely to be the positive belief regarding creative thinking strategies, the positive beliefs regarding creative products, and the beliefs countering external negative assessment. People who trust their creativity are more likely to engage in creative processes. They are not just about keeping a solid belief in mind; they are brave and confident to show and share their creative mind with others; creative self-efficacy is linked to creative thought and actions (Puente-Diaz & Cavazos-Arroyo, 2018). A creative mind or creative thinking is never about the thinking of only one thing or idea. Still, it is about thinking of many ideas differently and making them new or attractive by integrating the old and the latest to make the better unique or the best-suited one. Prasertvit and Usaho (2018) demonstrated that students' creative thinking is students' thinking ability to solve problems or invent new ideas or products. This ability is related to the student's fluency, flexibility, elaboration, and originality skill. Taylor and Callahan (2005) stated that creative individuals always be the one that interested in new and complex

ideas, think about abstract concepts, extend ideas, predict possible scenarios, and analyze the big picture/ thoroughly. They always have unusual imaginations and dreams, enjoy intellectual play and curiosity, and find pleasure in playing with ideas. They are also consistent in their efforts to hold something- they empower their willingness to face the challenge and take a risk (Beghetto et al., 2020). The persistence self-efficacy is one of the critical components of creative self-efficacy that cannot miss out on promoting. To build and promote students' creative self-efficacy for the 21st or an upcoming 22nd century, it is important to work to develop both of its main dimensions creative thinking self-efficacy and creative performance self-efficacy as well as its seven sub-dimensions (fluency, flexibility, elaboration, originality, field, personality, and persistence self-efficacy).

5.2.2. The needs of the Process for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The finding reveals that

1) Measurement, Analysis, and Knowledge Management criterion has the highest priority needs value. Considering its sub-criteria, the Information, Knowledge, and Technology management sub-criterion, item “Director uses a digital platform to manage and update school information, knowledge, and technology system to respond to the development of students’ elaboration and originality self-efficacy” has the highest priority needs value.

It has been viewed that Knowledge management (KM) is a novel idea that needs to be focused on in schools to assist teachers in developing the necessary skills to meet the difficulties of improving performance (Chu et al., 2011), and promoting creative teaching, effective learning (Cheng, 2014), and innovations in education institutions (Supermane & Tahir, 2017). Having Experienced the lockdown with unpredictable situations during the Covid-19 pandemic, Iacuzzi et al. (2021) claimed that schools must prioritize knowledge management and digital engagement to provide effective service and intellectual capital for both the new normal and the next normal world because the support of learning resources is crucial for creativity both in teachers and students. Resources, both digital and non-digital (such as books and online databases), serve as the framework for creativity, fostering the expression of creative ideas and fostering innovative problem-solving. (Richardson & Mishra, 2017). Additionally, schools must promote leadership support, a sharing culture, teacher competency, and technology infrastructure to facilitate effective knowledge management (Chu et al., 2011). Supermane and Tahir (2018) suggested that the director must deeply understand knowledge management, explain it to all teachers, and mobilize the school’s intellectual capital to cope with the changing nature of school effectiveness (Iacuzzi et al., 2021) as well as the needs of the diverse students.

2) Leadership criterion has the lowest priority needs values. Considering its sub-criterion, Senior Leadership sub-criterion, item “Director values to develop students’ originality self-efficacy,” has the highest priority needs value.

It has been viewed that when it comes to encouraging creative output, school leaders should be open to change, embrace new ideas or creativity, give students autonomy, encourage risk-taking, and accept failure (Puccio et al., 2010). Thawinkarn et al. (2018) suggested that creative leadership should be developed in school education. The authors added that directors must build and increase creative or innovative leadership awareness to meet the challenge and competitive education environment. The objective evidence of the sudden shift towards homeworking during the spread of the Covid-19 virus alerted all leaders that leadership is crucial in leading creative or innovative work behavior in the organization (Thawinkarn et al., 2018). To promote creativity in classroom quality, the creative leader must promote the value of vision, initiation, management, positive culture, and knowledge (Thawinkarn et al., 2018). To enhance creativity and creative self-efficacy effectively, the school director must value students' originality since originality is a vital aspect of creativity (Richardson & Mishra, 2017), and whenever there is an absence of originality in the process, product, or idea; the thing is common and mundane.

5.2.3. The needs of the Results and approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

The finding discovered that

1) The highest priority needs of the Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is the Students' and Stakeholders' Engagement result, the item "relationship between parents and teachers in observing students learning." Responding to the needs, the first proposed approach for schools is "establish a welcoming climate for students and stakeholder engagement."

It has been viewed that today schools must open and welcome students and parents' involvement. Liang et al. (2022) and Secundo et al. (2020) suggested that the participation of parents and other stakeholders in school education encourages students' autonomy and teamwork to explore and optimize creativity and innovation in the classroom, especially in pandemic and unpredictable situations (Covid-19 era). Parent involvement was the power to increase children's educational outcomes, development, and well-being (Beauchamp et al., 2021; O'Connor Bones et al., 2022). To inspire parents and stakeholders to participate, the school must invite them to participate in the school process by involving them in project goal development, process monitoring, and evaluation (Karimi et al., 2020). It is consistent with most informants of the questionnaire that schools must include parents and the community in school meetings, plan activities, and decision-making to get them to learn the situation, process, and need for their involvement in school. Murray et al. (2015) advised that the director must promote teachers-parent communication and collaboration to encourage the parent to participate in home and school education. There was an important finding that the low level of parental involvement resulted from parents' lack of knowledge about school activities, lack of time, and parental conflicts of schedules (Nigussie, 2022).

2) The second priority need of the Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is the Students Learning results, the item "Students are good at linking the new

knowledge with what they have already known to make new ideas and decision.” Responding to the needs, the second proposed approach for schools is “Foster the context of Teach for Learn more than Teach for Test.”

It has been viewed that the ability to link the idea and knowledge, defined as elaboration, is the most impact factor on the successful creative thinking of students (Runco & Jaeger, 2012). Boser (2022) recommended that teachers must promote students’ elaboration by asking Elaborative Interrogation (How and Why questions) and getting the student to do self-explanation in class. The Why and How questions get students to think deeply about what they learned, while self-explanation allows students to integrate new information to create new ideas or solutions (The University of Arizona). Also, Jamali (2022) advised that school directors and teachers should include cooperative and authentic learning in the curriculum because they allow students to share, collect, and strengthen information about what they have learned and what they can apply to future problems. A problem-based learning methodology via e-learning is also essential in improving students’ creative thinking skills in elaboration and original thinking (Mahadi & Ariska, 2022). It is consistent with the experts’ comments, which suggested that problem-based learning, project-based learning, inquiry learning, design thinking, thing-based learning, and other new teaching methods must be included to motivate students’ creative thinking not only during the Covid-19 era but also the post-covid era. Like Lucas and Spencer (2017), problem-based learning, growth mindset, classroom as a learning community, deliberate practice, and playful experimentation are pedagogies for empowering creative thinking. Teachers must involve students in the learning process by asking them to determine their own goals and methods of implementation (White, 2019). Teachers must build a motivated and happy learning environment that allows students to speak freely, discuss and show their new idea, feel trust each other, and dare to take risks for new things and what they are interested in (Richardson & Mishra, 2017), and celebrate joy through their success and other’s (Krik, 2022).

3) The third priority needs of the Results of management towards excellence of schools in Banteay Meanchey to enhance students’ creative self-efficacy is the Budget and Financials Management results. The item “School gains financial support from stakeholders to develop teaching and learning and school development.” Responding to the needs, the third proposed approach for schools is “Design a future-focused strategic plan to bring about nurturing creativity.”

It has been viewed that schools play an active and influential role in developing students’ creativity through their available resources and their specific strategic planning goals (ALFUHAIGI, 2014). Driscoll (2022) explained that a strategic plan inspires and unites the whole school community to participate in the action and make a change. The strategic plan for a school should be truly future-focused, and it should always be a collaborative process involving all stakeholders (Driscoll, 2022), particularly in the time of crisis, covid-19 pandemic (Huber & Helm, 2020). It is consistent with Tabroni and Ismiati (2021), who explained that collaborating with stakeholders to develop strategies, programs, or activities could help improve school quality, teacher capability, learning facilities and infrastructure, and student creative achievement. Directors must clearly understand the challenges confronting them towards the smooth running of schools (Parveen et al., 2022) and

lead the policy and resource allocation process to support the desired practices needed to benefit students (Huber & Helm, 2020).

4) The fourth priority needs the Results of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is the Teacher's Development and Engagement results. The item "Teachers join the team and professional learning community to develop creative teaching and teaching for creativity." Responding to the needs, the fourth proposed approach for schools is "Design the new paradigm of teacher professional development."

It has been viewed universally that education quality strongly depends on teachers' quality (MoEYS Cambodia, 2016). Little (2012) confirmed that the director's vital role is to provide favorable conditions for Teacher Professional Development in Schools. Teacher Professional Development should be carried out in job-embedded, collaborative, and school-based activities (He & Ho, 2017). It is consistent with Kalman et al. (2022) that supporting professional development leads to significant growth in teachers' knowledge, beliefs, attitudes, classroom practice, teaching skills, and student learning. Today, professional development strategies are increasingly collaborative and use a collegial learning atmosphere to increase the capacity to teach, manage a classroom, and comprehend the subject matter (Ahmad Zaky El Islami et al., 2022). BEGHETTO (2021) explains that the teacher's ability to teach about creativity, teaching for creativity, and teaching with creativity must be promoted in the school endowment. Being in a technology advancement area and facing an unexpected repercussion, the Covid-19 pandemic, Kalman et al. (2022) illustrated that teacher learning and growth are the keys to keeping online and next normal education alive. They suggested that developing new mechanisms and models that support teacher Learning and Professional Development in different sphere in line with the online education process should be prioritized in education polices of all countries since they found that most teachers called for positive change in teachers Learning and Professional Development by improving knowledge and skill about technology, develop using online education, integrated ICT into education, teachers' openness to development, increase using technology, and transformation in standpoint towards technology, education, and online education.

5) The fifth and lowest priority need of the Result of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy is leadership and governance. The item "Director shared the vision of promoting students' creative self-efficacy with teachers and stakeholders." Responding to the needs, the last proposed approach for schools is "Cultivate innovative-driven leadership to foster change and execute the current status quo."

For one organization to be creative or innovative, its leadership must be visionary (The Innovative-Driven Leader: A New-World Order To Leadership, 2019). Horth and Vehar (2012) indicated that it takes innovative leadership, hierarchical organizational support, and a culture that values and nourishes creativity to promote creativity or innovation in one organization actively. The innovative leader establishes the necessary direction, alignment, and commitment to develop and implement something new that adds value. In the education field, Bill Lucas (2021) suggested that school leaders and teacher leadership play a key role in deciding and

leading change and improving practice to promote creativity in the school. Schools must facilitate talks or activities with outside experts and community members to encourage innovation to create a healthy school climate for creativity (BEGHETTO, 2021). The environment of trust, safety, unrestrained, encourages collaboration, modeling of creativity, supportiveness of risk, and reduction of stress and challenges empower students' creative efficacy (Stephanie Rip, 2019).

5.3. Recommendation

5.3.1. Recommendation for Implementation

1) School directors must provide more spaces for parents and community involvement, such as inviting them to be members of the school management committee and motivating them to join the school meetings and strategic planning processes to ensure their voice is heard and school-parent communication is comfortable and healthy. Moreover, the school director must encourage teachers to strengthen teacher-parent relationships by conducting face-to-face or virtual meetings, setting up a Social Media classroom page, and visiting the home to ensure parents are involved in motivating and guiding students' learning process. Teachers and parents work together to discover students' interests and needs, and the positive way to inspire students to learn happily and effectively with less or no pressure and a healthy mindset. Teachers must welcome and be open to diversity and differences and promote collaboration and trust environment. Notably, directors and teachers must keep using online platforms such as Facebook chat, line, telegram, school website, zoom, and other applications that were used to communicate with students and parents during the pandemic of covid-19 to get in touch and provide up-to-date information to promote close and comfortable communication and collaboration between students, parents, teachers, and school in observing and promoting comfortable and warm learning environment for improving student learning outcome.

These activities must be promoted since the finding reveal that Student and Stakeholders' engagement results, item "relationship between parents and teachers in observing students learning," has the highest priority needs value.

2) School director needs to encourage teachers to pay more attention to the actual students' results than the figure or the data. Here, the director must motivate teachers to participate in continuous professional development (both online and offline training and knowledge-sharing sessions) that is organized and freely provided by MoEYS or other educational organizations to increase psychological and pedagogical knowledge to promote students' involvement in learning and creative self-efficacy, especially creative thinking self-efficacy. Directors must also encourage teachers to use problem-based, project-based, inquiry, design thinking, thing-based learning, classroom as a learning community, growth mindset, playful experimentation, and other new teaching methods in the current and next normal era. In addition, Director must cooperate with teachers to involve students in the learning process, giving them the freedom to make their own choice in planning and

processing activities and tasks. Teachers should set the learning tasks or activities that respond to students' interests and create a happy and unstressed learning environment that encourages students' flexibility, risk-taking, and responsibility for their actions and decision-making, both individual and in a group, both inside and outside school. The director also needs to collaborate with internal and external stakeholders to establish extracurricular activities (study clubs, academic competition participation, community service, student government/council, debate, sports, and art) to increase students' opportunities to build and show their creative thinking and confidence as well as to challenge themselves towards creativity.

These activities must be promoted since the finding reveal that because the study finding indicated that Student Learning results, item "Students' ability in linking the new knowledge with what they have already known to make new ideas and decisions" has the second-highest priority needs value.

3) School director must create a strategic plan based on the PDCA quality cycle and involve parents, community, key suppliers, and partners in each process stage. Director needs to make these groups of people feel they are a part of the process (making the decision, planning, observing, and evaluating the plan and practice), and they must work to support the successful operation. The working process under the digital platform must be motivated. Also, the director must establish the committee for the school operation budget to manage the school's financial performance and record accountability, transparency, and effectiveness. Directors need to be resilient, flexible, adaptable, compassionate, and trustworthy to attract parents and local communities' engagement in providing support resources to get the school ready and safe to promote student learning outcomes and the teaching and learning process in the Covid-19 era the next normal future.

These activities must be promoted since the finding revealed that Budget and Financials Management results, the item "School gains financial support from stakeholders to develop teaching and learning and school development," contains the third priority need value.

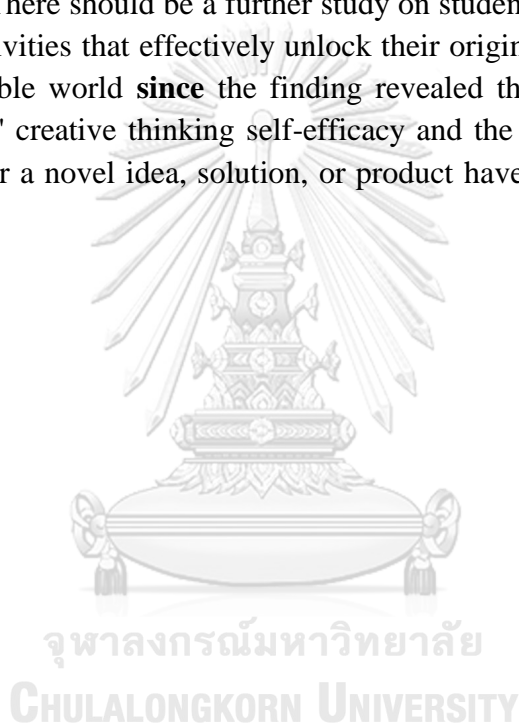
4) The provincial department of Education, youth, and sports should provide continuous professional development that meets the teachers' needs for developing their students. They must survey or get teachers to write their professional development planning to meet learning objectives. As schools in Banteay Meanchey and Cambodia are now open for an on-site learning process, professional development opportunities should consider the online training opportunities and flexibility in finding the time. Both Synchronous and asynchronous professional development must be celebrated now and next normal world. Moreover, the director must encourage teachers to integrate the knowledge, teaching methods, and ICT skills gained from online teaching and training during the pandemics into their current new normal teaching to prepare teachers and students for the uncertain future.

These activities must be promoted since the finding revealed that the Teachers Development and Engagement results, the item “Teachers join the team and professional learning community to develop creative teaching and teaching for creativity,” stay at the fourth priority needs to develop.

5.3.2. Recommendation for Further Research Study

1) There should be further research on the barriers to parental involvement in teaching and learning and the school management process in the post-Covid era **since** research revealed that the students and stakeholder engagement in school to develop creative self-efficacy has the highest priority needs value.

2) There should be a further study on students' perception and needs of extracurricular activities that effectively unlock their originality and creative thinking for the unpredictable world **since** the finding revealed that student learning results related to students' creative thinking self-efficacy and the ability to link the old and new knowledge for a novel idea, solution, or product have the highest priority needs value.



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APPENDICES

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| 1. APPENDIX A | RESEARCH INSTRUMENTS |
| 2. APPENDIX B | NAME LIST OF EXPERTS |
| 3. APPENDIX C | RELIABILITY ANALYSIS OF QUESTIONNAIRE |
| 4. APPENDIX D | COOPERATION LETTERS |



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1
APPENDIX A: RESEARCH INSTRUMENTS

- A-1: Conceptual Framework Evaluation Form
- A-2: Research Questionnaire (English)
- A-3: Research Questionnaire (Khmer)
- A-4: The Suitability and Feasibility Evaluation Form

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A-1: Conceptual Framework Evaluation Form



Conceptual Framework Evaluation

Topic

“Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy”

This evaluation process aims to get your opinions and comments regarding the suitability of the dimensions of each variable in the conceptual framework of this research study. For the elements of each concept, a researcher has reviewed, analyzed, and synthesized from related literature, theories, and research.

As you are an experienced and professional educator, I researcher highly value and respect the thoughts and opinions provided by you in this evaluation form. The evaluation result will be a fundamental part of developing research instruments for collecting data for developing approaches for management towards excellence of schools in Banteay Meanchey according to the concept of creative self-efficacy.

Thank you for your kind assistance.

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The Explanation of Evaluation Form

There are two significant concepts in this research study. They are:

1. The concept of creative self-efficacy
2. The concept of management towards excellence

Related to these two concepts, the research study aimed to cover three objectives:

1. To study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.
2. To study the priority needs for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.
3. To propose approaches for developing management towards excellence of schools in Banteay Meanchey based on creative self-efficacy.

This conceptual framework evaluation was constructed to respond to the first research objective, “To study the conceptual framework for developing management towards excellence of schools in Banteay Meanchey based on creative self-efficacy.”

The form was divided into three parts as

- Part 1: Demographic Data of respondent
- Part 2: Evaluation of the suitability of the elements of concepts used as the conceptual framework in the study.
- Part 3: Additional comments and suggestions for each element and concept.

Conceptual Framework Evaluation Form

Part 1: Demographic Data of informant

1. Current position:
2. The highest educational Qualification:
3. Work experienceyears
4. Email:

Part 2: The evaluation of the suitability of the elements in the conceptual framework

Please put (√) in the following column according to your opinions. If there are any additional comments or suggestions, please add them in the Comments column.

- +1 means agree that the element is suitable for the research
 0 means not sure if the component is suitable or not for the research
 -1 means disagree that the element is suitable for the research

Example

Concept of Creative Self-Efficacy	Expert's opinion			Comments
	+1	0	-1	
1) Creative thinking self-efficacy refers to an individual's belief in their ability to express creative thinking. It is indicated by flexibility, fluency, elaboration, and originality self-efficacy.	√	0	-1	

2.1. Concept of Creative Self-Efficacy

Creative self-efficacy refers to an individual's belief in producing or performing the given task and persisting the difficulty creatively to create novel and valuable ideas. Creative self-efficacy consists of two dimensions as

- 1) creative thinking self-efficacy: fluency self-efficacy, flexibility self-efficacy, elaboration self-efficacy, and originality self-efficacy
- 2) creative performance self-efficacy: field self-efficacy, personality self-efficacy, and persistence self-efficacy

Concept of Creative Self-Efficacy	Expert's opinion			Comments
	+1	0	-1	
1) Creative thinking self-efficacy refers to an individual's belief in their ability to express creative thinking. It is indicated by flexibility, fluency, elaboration, originality self-efficacy.	+1	0	-1	
1.1) Fluency self-efficacy refers to the ability to generate a variety of reasonable ideas or solutions, reach various conclusions, have a good imagination, and consider various responses to a tough topic or circumstance.	+1	0	-1	
1.2) Flexibility self-efficacy refers to the ability to come up with various answers or responses, reply to a task or problem in various	+1	0	-1	

Concept of Creative Self-Efficacy	Expert's opinion			Comments
	+1	0	-1	
ways and think of various ideas while working on a problem.				
1.3) Elaboration self-efficacy refers to the ability to make a wild idea sound normal and logical by linking it with the knowledge students have learned and telling the other about your dream.	+1	0	-1	
1.4) Originality self-efficacy refers to the capacity to be the first in a group or class to come up with a novel idea or answer, think of fresh noteworthy ideas before others, and come up with ideas that others have not.	+1	0	-1	
2) Creative performance self-efficacy refers to an individual's belief in their ability to express creative performance. It is indicated by three factors field self-efficacy, personality self-efficacy, and persistence self-efficacy.	+1	0	-1	
2.1) Field self-efficacy refers to the capacity to create a creative idea or something that others will choose and to persuade others that your idea or product is the most excellent fit	+1	0	-1	
2.2) Personality self-efficacy refers to the capacity to drive yourself to come up with new ideas, enjoy new ideas you learned from others, and keep thinking about things even after you have spent much time on them.	+1	0	-1	
2.3) Persistence self-efficacy refers to the ability to retain a strong desire to acquire knowledge, teach oneself new things, check one's development regularly, and be persistent in facing challenges or negative feedback.			-1	

The concept is derived from synthesizing academic research (D. H. Abbott, 2010a; Daher et al., 2021; Du et al., 2020; Lin & Wang, 2021; C. C. Liu et al., 2014; Shiu et al., 2012; Tan & Majid, 2011; Yu, 2013b)

2.2. Concepts of Management towards Excellence

Management toward Excellence refers to leadership and management of the school that works to enable the school to obtain superior performance and quality of school and education system for students, parents, and the whole community. Management toward excellence consists of seven criteria: leadership; strategy; customers; measurement, analysis, and knowledge management; workforce; operations; and results.

Concept of Management towards Excellence	Expert's opinion			Comments
	+1	0	-1	
1) Leadership refers to senior leadership, governance, and school contribution to society.	+1	0	-1	
1.1) Senior Leadership refers to the way the school director leads the school process (school activity or program) toward the set goal and to increase students learning outcomes.	+1	0	-1	
1.2) Governance and societal contribution refer to how school directors manage the process repones good governance and societal contribution.	+1	0	-1	
2) Strategy refers to school strategy development and implementation	+1	0	-1	
2.1) Strategy development refers to the ways the school director leads the determination of school strategies and development plans.	+1	0	-1	
2.2) Strategy implementation refers to how school directors implement the school strategies and development plan toward the school vision.	+1	0	-1	
3) Customers (students and stakeholders) refers to students and all stakeholder expectations and engagement	+1	0	-1	
3.1) Students and stakeholder expectation refers to the ways school directors listen to students' and stakeholders' opinions and needs and use them to determine the response process or strategy	+1	0	-1	
3.2) Students and stakeholder engagement refers to the ways school directors use to build a good relationship with students and stakeholders to get their satisfaction and engagement	+1	0	-1	
4) Measurement, Analysis, and Knowledge Management refer to the	+1	0	-1	

Concept of Management towards Excellence	Expert's opinion			Comments
	+1	0	-1	
measurement and analysis of school performance; and information, knowledge, and technology management in school.				
4.1) School performance measurement and analysis refer to the way school directors use to measure and analyze school performance.	+1	0	-1	
4.2) Information, knowledge, and technology management refers to how school directors manage and update the school's information, knowledge, and technology.	+1	0	-1	
5) Workforce (Human Resource) refers to teachers and educational staff's working environment and engagement	+1	0	-1	
5.1) Teacher and educational staff working environment refer to the ways school directors use to develop the knowledge and ability of teachers and educational staff to respond to the change.	+1	0	-1	
5.2) Teachers' and educational staff's engagement refers to the ways school directors engage teachers and educational staff in school development and high performance.	+1	0	-1	
6) Operations refer to support and improvement process and operational effectiveness.	+1	0	-1	
6.1) Support and improvement process refers to the ways school directors lead their day-to-day work operations to respond to the school vision.	+1	0	-1	
6.2) Operational effectiveness refers to how school directors ensure effective management and a safe school environment.	+1	0	-1	
7) Results refer to the school's performance and improvement in all parts. It focuses on student learning	+1	0	-1	

Concept of Management towards Excellence	Expert's opinion			Comments
	+1	0	-1	
results, student and stakeholder engagement results, teacher development and engagement results, teacher and stakeholder communication results, and budget and financial results.				
7.1) Student learning results refer to student achievement in each academic year.	+1	0	-1	
7.2) Student and stakeholder engagement results refer to the results of students and stakeholder satisfaction and engagement in the teaching and learning process and school management	+1	0	-1	
7.3) Teacher development and engagement results refer to improving teachers' and educational staff's knowledge related to their teaching methodology, knowledge skill, and problem-solving skill.	+1	0	-1	
7.4) Teacher and stakeholder communication results refer to a close and strong relationship between teacher and student's family to improve student learning.	+1	0	-1	
7.5) Budget and financial management results refer to budget allocation and control following the annual expenditure plan.	+1	0	-1	

The concept derived from Baldrige Performance Excellence Program (2021)

Part 3: Additional comments and suggestions

3.1. The concept of creative self-efficacy

.....

3.2. The concept of management towards excellence

.....

Signature:.....

Name:.....

A-2: Research Questionnaire (English Language)



Questionnaire

Topic

“The Current and Desirable States for Developing Management Towards Excellence of Schools in Banteay Meanchey based on the Concept of Creative Self-Efficacy”

Introductions

This questionnaire is conducted to study the current and desirable state of Developing Management Toward Excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy. The data from the questionnaire will be analyzed for developing the approaches for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

This questionnaire consists of 4 parts as follows:

Part 1: Demographic data of respondents (Checklist)

Part 2: The results of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy (Rating Scale)

Part 3: Current and desirable states of management toward excellence of school in Banteay Meanchey based on the concept of creative self-efficacy (Rating Scales)

Part 4: Suggestions and recommendations for developing management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

The data obtained from the questionnaire is used to analyze the overall aspects of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy, and in no way shall it impact the respondent or respondent's position.

Please kindly and honestly answer all the questions. Thank you for your participation and cooperation.

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Questionnaire

“The Current and Desirable States for Developing Management Towards Excellence of school in Banteay Meanchey based on the concept of creative self-efficacy”.

Part I: Demographic Data of Respondents

Instruction: please tick (✓) in the box that is true for you and fill in the space as required:

Example:
0. Gender :
 Female Male

1. Gender:

Female Male

2. Age :

30 or less then 30 31-35 years old
 36-40 years old 41-45 years old
 46-50 years old More than 50 years

3. Highest Education Qualification:

Doctoral Degree Master's degree
 Bachelor's degree Associate degree
 Other (specify)

4. Position (For Director or Deputy Director)

Director Deputy director

4. Teaching subject (For Teachers)

Mathematics Khmer Literature
 Physics Chemistry
 Biology Earth Science
 English History
 Geography Economic
 Home Economics and Moral

5. Professional Working Experience (in current position)

Less than 1 year 1 - 5 years
 6-10 year 11-15 years
 16-20 years 21-25 years
 26-30 years More than 30 years

Part II: Result of Management Towards Excellence of Schools in Banteay Meanchey based on the concept of creative self-efficacy

Current State: refers to the level of the successful result of your students and your school in the present time. If you mark the sentence.....

- 5 refers to** the present result being at the highest level
4 refers to the present result being at the high level
3 refers to the present result as the moderate level
2 refers to the present result as the low level
1 refers to the present result as the lowest level

Desirable state: refers to the level of the successful result of your students and your school that you want to reach in the future; if you mark the sentence.....

- 5 refers to** in the future want the result to happen at the highest
4 refers to in the future want the result to happen at the high level
3 refers to in the future want the result to happen at the moderate level
2 refers to in the future want the result to happen at the low level
1 refers to in the future want the result to happen at the lowest level

Please (✓) in the column (from 1 to 5) that closely match the result of current and desirable states of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy

No	The Results of Management Towards Excellence Based on the Concept of Creative Self-Efficacy	Levels of the Success Result									
		Current State Highest → Lowest					Desirable State Highest → Lowest				
		5	4	3	2	1	5	4	3	2	1
1	Students can think creatively and express their original thought or opinion in class and with their team.	5	4	3	2	1	5	4	3	2	1
2	Students can produce different kinds of responses and solutions in their learning and everyday activities	5	4	3	2	1	5	4	3	2	1
3	Students can find answers to their learning task with great novel ideas, process, or product	5	4	3	2	1	5	4	3	2	1
4	Students are good at linking the new knowledge with what they have already known to make new ideas or decisions.	5	4	3	2	1	5	4	3	2	1
5	Students enjoy involving in social activities.	5	4	3	2	1	5	4	3	2	1
6	Students are brave to persist in the face of difficulty or negative feedback.	5	4	3	2	1	5	4	3	2	1
7	Students continue their higher education after graduating from the secondary level.	5	4	3	2	1	5	4	3	2	1
8	Students are enthusiasm in lifelong learning										
9	Students engage in the teaching and learning process.	5	4	3	2	1	5	4	3	2	1

No	The Results of Management Towards Excellence Based on the Concept of Creative Self-Efficacy	Levels of the Success Result									
		Current State Highest → Lowest					Desirable State Highest → Lowest				
		5	4	3	2	1	5	4	3	2	1
10	Parents have a good relationship with teachers to observe students' learning.	5	4	3	2	1	5	4	3	2	1
11	Parents and the community participate in teaching and learning and the school process.	5	4	3	2	1	5	4	3	2	1
12	Teachers join teams or professional learning communities to develop creative teaching and teaching for creativity.	5	4	3	2	1	5	4	3	2	1
13	Teachers provide emotional support to promote students' creative self-efficacy	5	4	3	2	1	5	4	3	2	1
14	Teachers provide autonomy support to promote students' creative self-efficacy.	5	4	3	2	1	5	4	3	2	1
15	Director shared the vision of promoting students' creative self-efficacy with teachers and stakeholders.	5	4	3	2	1	5	4	3	2	1
16	Director gains confidence from parents, community, and society in managing school education	5	4	3	2	1	5	4	3	2	1
17	Schools gain financial support from stakeholders to enhance teaching, learning, and school development.	5	4	3	2	1	5	4	3	2	1
18	The school allocates and controls resources and funds to support students' creativity effectively.	5	4	3	2	1	5	4	3	2	1

Part III: Current and desirable states of management of schools in Banteay Meanchey towards excellence based on the concept of creative self-efficacy

Current state: refers to the level of the management activities that are practiced in your school at present

- 5 refers to** presently practicing at the highest level
- 4 refers to** presently practicing at the high level
- 3 refers to** presently practicing at the moderate level
- 2 refers to** presently practicing at the low level
- 1 refers to** presently practicing at the lowest level

Desirable state: refers to the level of the management activities that you want to be practiced in your school in the future

- 5 refers to** the future need to practice at the highest level.
- 4 refers to** the future need to practice at a high level.
- 3 refers to** the future need to practice at the moderate level.
- 2 refers to** the future need to practice at the lower level.
- 1 refers to** the future need to practice at the lowest level.

Please (✓) in the column (from 1 to 5) that closely match the current and desirable states of management towards excellence of schools in Banteay Meanchey based on the concept of creative self-efficacy.

No	Management Towards Excellence Based on the Concept of Creative Self-Efficacy	Current State Highest → Lowest					Desirable State Highest → Lowest				
		5	4	3	2	1	5	4	3	2	1

1. Leadership refers to senior leadership, governance, and school contribution to the society around.

1) At what level does the school director value the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

2) At what level does the school director promote teachers' and stakeholders' interest in developing students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

2. Strategy refers to school strategy development and implementation.

3) At what level does the school strategic plan and objective response to the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

4) At what level can school performances to respond to the development of students' creative self-efficacy in the following area:

Creative self-	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1

No	Management Towards Excellence Based on the Concept of Creative Self-Efficacy	Current State Highest → Lowest					Desirable State Highest → Lowest				
		5	4	3	2	1	5	4	3	2	1
		(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2
(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1	
(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1	
(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1	

3. Customers (students and stakeholders) refers to students and all stakeholder expectations and engagement

5) At what level does the school director interact with students' and stakeholders' needs in developing students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

6) At what level does the school director work to enable students' and stakeholders' satisfaction and engagement in developing students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

4. Measurement, Analysis, and Knowledge Management refer to the analysis of school performance; and information, knowledge, and technology management.

7) At what level does the school director focus on monitoring and evaluating school performance and resources to respond to the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

No	Management Towards Excellence Based on the Concept of Creative Self-Efficacy	Current State Highest → Lowest					Desirable State Highest → Lowest				
		5	4	3	2	1	5	4	3	2	1

8) At what level does the school director use the digital platform to manage and update school information, knowledge, and technology system to respond to the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

5. **Workforce** (Human Resource) refers to teachers and educational staff's working environment and engagement

9) At what level does the school director promote collaboration and a professional learning community in school to develop teachers' creative self-efficacy and creative teaching to improve students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

10) At what level does the school director motivate teachers and educational staff to engage in promoting learning activities and environment that respond to the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

6. **Operations** refer to support and improvement process and operational effectiveness.

11) At what level do the school director and all stakeholders work together to determine and lead activities that support the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

12) At what level do school directors and teachers lead the learning activities outside class to promote students' creative self-efficacy related to the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

13) At what level does the school director promote a safe school environment to enhance the development of students' creative self-efficacy in the following area:

Creative self-efficacy	(1) Fluency self-efficacy	5	4	3	2	1	5	4	3	2	1
	(2) Flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1
	(3) Elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1
	(4) Originality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(5) Field self-efficacy	5	4	3	2	1	5	4	3	2	1
	(6) Personality self-efficacy	5	4	3	2	1	5	4	3	2	1
	(7) Persistence self-efficacy	5	4	3	2	1	5	4	3	2	1

Part IV: Suggestions and recommendations

Please write some suggested approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

1. Leadership.....
2. Strategy
3. Students and Stakeholders.....
4. Measurement, Analysis, and Knowledge Management
5. Operation
6. Workforce.....

Thank you for your participation.

A-3: Research Questionnaire (Khmer Language)



កម្រងសំណួរស្រាវជ្រាវ

អំពី

**“ស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកស្តីពីការអភិវឌ្ឍការគ្រប់គ្រងសាលារៀនប្រកបដោយ
ឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការរៀនសូត្រក្នុងសាលារៀនប្រកបដោយ
ក្នុងខេត្តបន្ទាយមានជ័យ”**

ការណែនាំ

១. កម្រងសំណួរនេះរៀបចំឡើងដើម្បីប្រមូលទិន្នន័យពាក់ព័ន្ធនឹងស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកនា
ពេលអនាគតនៃការអភិវឌ្ឍការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ក្នុងជំរុញការអភិវឌ្ឍការរៀនសូត្រ
លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្សក្នុងខេត្តបន្ទាយមានជ័យ ដើម្បីបង្កើតនូវ **វិធីសាស្ត្រនៃការអភិវឌ្ឍការ
គ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការរៀនសូត្រលើខ្លួនឯងក្នុងការច្នៃប្រឌិត
របស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ”** ។

២. កម្រងសំណួរនេះបែងចែកចេញជា ៤ ផ្នែកដូចខាងក្រោម:

- ផ្នែកទី ១: ព័ត៌មានផ្ទាល់ខ្លួនរបស់អ្នកឆ្លើយតប
- ផ្នែកទី ២: សំណួរលើលទ្ធផលនៃការគ្រប់គ្រងសាលារៀននាពេលបច្ចុប្បន្ន
- ផ្នែកទី ៣: ស្ថានភាពបច្ចុប្បន្ន និងស្ថានភាពដែលចង់ឲ្យកើតមាននាពេលអនាគត
- ផ្នែកទី ៤: អនុសាសន៍ និងការណែនាំ **วิทยาลัย**

៣. ទិន្នន័យដែលទទួលបានពីកម្រងសំណួរនឹងត្រូវបានប្រើប្រាស់ដើម្បីវិភាគទិដ្ឋភាពទូទៅនៃការ
គ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការរៀនសូត្រលើខ្លួនឯងក្នុងការច្នៃប្រឌិត
របស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ ។ គ្រប់ព័ត៌មានរបស់ដែលបានផ្តល់ឲ្យ នឹងមិនបង្កផលប៉ះពាល់ដល់
មុខតំណែងឬកិច្ចការងារផ្សេងៗរបស់អ្នកឆ្លើយតបនោះទេ។

សូមគោរពអរគុណចំពោះការចូលរួម និងកិច្ចសហប្រតិបត្តិការរបស់លោក លោកស្រី។

កញ្ញា លីម ជាលីន

និស្សិតជំនាញគ្រប់គ្រងអប់រំគោលនយោបាយការគ្រប់គ្រង និងភាពជាអ្នកដឹកនាំការអប់រំ
សាកលវិទ្យាល័យធុឡាឡុងកន
លេខទូរស័ព្ទ ០៧៨ ៥៦ ៥៧ ៥៩ / ០៩៨ ៦៥០ ៣២០
អ៊ីមែល dalin_lim@gmail.com

លរ	លទ្ធផលនៃការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការរៀនជាប់លាប់លើខ្លួនឯង ក្នុងការច្នៃប្រឌិតរបស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ	កម្រិតលទ្ធផលក្នុង									
		ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងចង់បាន				
		៥	៤	៣	២	១	៥	៤	៣	២	១
១	សិស្សមានសមត្ថភាពក្នុងការគិតប្រកបដោយភាពច្នៃប្រឌិត និងអាចបញ្ចេញគំនិតយោបល់របស់ពួកគេជាមួយមិត្តក្នុងក្រុមនិងក្នុងថ្នាក់បាន	៥	៤	៣	២	១	៥	៤	៣	២	១
២	សិស្សមានសមត្ថភាពក្នុងការគិតនូវចម្លើយបានច្រើនប្រភេទក្នុងការដំណើរការសកម្មភាពរៀននិងសកម្មភាពប្រចាំថ្ងៃរបស់ពួកគេ	៥	៤	៣	២	១	៥	៤	៣	២	១
៣	សិស្សអាចផ្តល់ចម្លើយ គំនិត ឬសកម្មភាពថ្មីៗដែលឆ្លើយតបទៅនឹងសកម្មភាពសិក្សារបស់ពួកគេ	៥	៤	៣	២	១	៥	៤	៣	២	១
៤	សិស្សពូកែផ្សារភ្ជាប់ចំណេះដឹងថ្មីទៅនឹងចំណេះដឹងដែលពួកគេមានស្រាប់ ដើម្បីបង្កើតអ្វីថ្មីៗ	៥	៤	៣	២	១	៥	៤	៣	២	១
៥	សិស្សចូលចិត្តចូលរួមក្នុងសកម្មភាពសង្គម	៥	៤	៣	២	១	៥	៤	៣	២	១
៦	សិស្សមានភាពក្លាហានក្នុងការប្រឈមទៅនឹងឧបសគ្គ ពួកគេមិនបោះបង់ចោលការងារនៅពេលដែលប្រឈមនឹងបញ្ហាលំបាកនោះទេ	៥	៤	៣	២	១	៥	៤	៣	២	១
៧	សិស្សបានបន្តការសិក្សានៅកម្រិតខ្ពស់សិក្សាបន្ទាប់ពីពួកគេបានបញ្ចប់ការសិក្សានៅកម្រិតមធ្យមសិក្សា	៥	៤	៣	២	១	៥	៤	៣	២	១
៨	សិស្សពេញចិត្តនឹងដំណើរការនៃការរៀនពេញមួយជីវិត	៥	៤	៣	២	១	៥	៤	៣	២	១
៩	សិស្សរីករាយចូលរួមក្នុងដំណើរការសកម្មភាពរៀននិងបង្រៀន	៥	៤	៣	២	១	៥	៤	៣	២	១
១០	អាណាព្យាបាលមានទំនាក់ទំនងល្អជាមួយលោកគ្រូអ្នកគ្រូ ដើម្បីតាមដានការសិក្សារបស់សិស្ស	៥	៤	៣	២	១	៥	៤	៣	២	១
១១	ឪពុកម្តាយ និងសង្គមចូលរួមក្នុងការគាំទ្រការរៀននិងបង្រៀន និងសកម្មភាពសាលារៀន	៥	៤	៣	២	១	៥	៤	៣	២	១
១២	លោកគ្រូ អ្នកគ្រូសហការគ្នា ធ្វើការងារជាក្រុមដើម្បីអភិវឌ្ឍន៍សមត្ថភាពក្នុងការបង្រៀនដោយភាពច្នៃប្រឌិត និងការបង្រៀនដើម្បីអភិវឌ្ឍន៍ភាពច្នៃប្រឌិត	៥	៤	៣	២	១	៥	៤	៣	២	១
១៣	លោកគ្រូ អ្នកគ្រូផ្តល់ការគាំទ្រដល់ផ្នែកផ្លូវអារម្មណ៍	៥	៤	៣	២	១	៥	៤	៣	២	១

លរ	លទ្ធផលនៃការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ	កម្រិតលទ្ធផលក្នុង											
		ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងចង់បាន						
		៥	៤	៣	២	១	៥	៤	៣	២	១		
	ដើម្បីជំរុញសមត្ថភាព ភាពជឿជាក់លើខ្លួនឯងរបស់សិស្ស												
១៤	លោកគ្រូ អ្នកគ្រូផ្តល់ការគាំទ្រ ទៅលើភាពស្វ័យឯករាជ្យរបស់សិស្ស ដើម្បីជំរុញសមត្ថភាពការជឿជាក់លើខ្លួនឯងរបស់សិស្ស	៥	៤	៣	២	១	៥	៤	៣	២	១		
១៥	នាយក នាយិកាចែករំលែកនូវចក្ខុវិស័យនៃការជំរុញសមត្ថភាពការជឿជាក់លើខ្លួនឯងរបស់សិស្ស ជាមួយលោកគ្រូ អ្នកគ្រូនិងភាគីពាក់ព័ន្ធ	៥	៤	៣	២	១	៥	៤	៣	២	១		
១៦	លោកនាយកទទួលបានការទុកចិត្តក្នុងការដឹកនាំគ្រប់គ្រងសាលាពីសំណាក់មាតាបិតា សហគមន៍ និងសង្គមជុំវិញ	៥	៤	៣	២	១	៥	៤	៣	២	១		
១៧	សាលារៀនទទួលបានការផ្គត់ផ្គង់ផ្នែកហិរញ្ញវត្ថុពីភាគីពាក់ព័ន្ធដើម្បីជំរុញ កែលម្អ និងអភិវឌ្ឍការរៀននិងបង្រៀន	៥	៤	៣	២	១	៥	៤	៣	២	១		
១៨	សាលារៀនប្រើប្រាស់ធនធានដែលសាលាមានយ៉ាងមានប្រសិទ្ធភាព ដើម្បីជំរុញភាពច្នៃប្រឌិតរបស់សិស្ស	៥	៤	៣	២	១	៥	៤	៣	២	១		

ផ្នែកទី ៣ : ស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកនៃការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្សក្នុងខេត្តបន្ទាយមានជ័យ

សូមគូស (✓) នៅក្នុងកូលោន (ពីលេខ១ដល់៥)ដែលឆ្លើយតបទៅនឹងស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកដែលលោកអ្នកចង់ឲ្យកើតមាននៅក្នុងដំណើរការការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាពដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្សក្នុងខេត្តបន្ទាយមានជ័យ។

ស្ថានភាពបច្ចុប្បន្ន : ស្ថានភាពនៃការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស នាពេលបច្ចុប្បន្ន ដោយ កម្រិត:

- | | |
|------------------------|------------------------------------|
| តិច ឬទាបបំផុត | សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ១ |
| តិច ឬទាប | សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ២ |
| មធ្យម | សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៣ |
| ច្រើន ឬខ្ពស់ | សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៤ |
| ច្រើនបំផុត ឬខ្ពស់បំផុត | សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៥ |

ការរំពឹងទុក ៖ ស្ថានភាពនៃការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលលោកអ្នករំពឹងចង់ឲ្យកើតមាននាពេលអនាគតដោយ កម្រិត៖

តិច ឬទាបបំផុត	សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ១
តិច ឬទាប	សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ២
មធ្យម	សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៣
ច្រើន ឬខ្ពស់	សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៤
ច្រើនបំផុត ឬខ្ពស់បំផុត	សូមគូសសញ្ញា (✓) នៅក្នុងប្រអប់លេខ ៥

ពាក្យគន្លឹះ៖

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការច្នៃប្រឌិត សំដៅលើ ការជឿជាក់លើសមត្ថភាពរបស់ខ្លួនឯងរបស់បុគ្គលម្នាក់ៗ នៅក្នុងការបង្កើតគំនិតឬដំណើរការសកម្មភាពដោយច្នៃប្រឌិត និងការក្លាហានប្រឈមនឹងឧបសគ្គដើម្បីឆ្ពោះទៅរកភាពច្នៃប្រឌិតដែលខ្លួនមាន។ ការជឿជាក់លើខ្លួនក្នុងការច្នៃប្រឌិតមានជាតុផ្សំពីរសំខាន់ៗគឺការជឿជាក់លើខ្លួនឯងនៃការគិតប្រកបដោយភាពច្នៃប្រឌិត និងការជឿជាក់លើខ្លួនឯងក្នុងការសម្តែងចេញដោយភាពច្នៃប្រឌិត។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត សំដៅលើ សមត្ថភាពក្នុងការគិតនូវគំនិតឬដំណោះស្រាយដែលសមហេតុសមផល សមត្ថភាពក្នុងការទាញយកសេចក្តីសន្និដ្ឋានបានច្រើន សមត្ថភាពក្នុងការគិតស្រមៃលើអ្វីដែលខ្លួនចង់ធ្វើ និងសមត្ថភាពក្នុងការឆ្លើយតបនឹងបញ្ហាលំបាកៗ។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបត់បែនការគិត សំដៅលើ សមត្ថភាពក្នុងការគិតបានច្រើនប្រភេទគំនិត សមត្ថភាពក្នុងការឆ្លើយតបតាមវិធីផ្សេងៗពីគ្នា និងសមត្ថភាពនៅក្នុងការគិតទៅលើរឿងរ៉ាវឬការងារផ្សេងៗនៅពេលកំពុងធ្វើការងារផ្សេងមួយទៀត។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួមគំនិត ឬចំនេះដំណឹង សំដៅលើ សមត្ថភាពក្នុងការធ្វើឲ្យគំនិតប្លែកៗស្តាប់ទៅធម្មតានិងសមហេតុផលតាមរយៈការផ្សារភ្ជាប់ទៅនឹងចំណេះដែលធ្លាប់មាន និងសមត្ថភាពក្នុងការអធិប្បាយក្តីស្រមៃរបស់ខ្លួនឲ្យអ្នកដទៃស្តាប់ឬដឹង។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី សំដៅលើ សមត្ថភាពក្នុងការរកដំណោះស្រាយថ្មីបានមុនគេ សមត្ថភាពក្នុងការបង្កើតគំនិតដែលគួរឲ្យកត់សម្គាល់ និងសមត្ថភាពនៅក្នុងការគិតដំណោះស្រាយដែលអ្នកផ្សេងគិតមិនដល់។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន សំដៅលើ សមត្ថភាពនៅក្នុងការបង្កើតគំនិតឬវត្ថុច្នៃប្រឌិតដែលអ្នកដទៃត្រូវការ និងសមត្ថភាពក្នុងការអធិប្បាយបញ្ចុះបញ្ចូលឲ្យអ្នកដទៃទទួលស្គាល់ថាគំនិតរបស់អ្នកគឺល្អសមស្រប។

ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង សំដៅលើ សមត្ថភាពនៅក្នុងការជម្រុញខ្លួនឲ្យស្វែងរកនូវចំនេះដឹងថ្មីៗ ចូលចិត្តរៀនអ្វីថ្មីៗពីអ្នកដទៃ និងគិតនូវបញ្ហាដែលអ្នកមិនទាន់រកបានចម្លើយសមស្របទោះបីជាអ្នកបានគិតវាអស់រយៈពេលច្រើនហើយក៏ដោយ។

ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គបុប្ផា សំដៅលើ សមត្ថភាពក្នុងការរក្សាភាពចង់ចេះចង់ដឹងរបស់ខ្លួន បង្រៀនខ្លួនឯងនូវចំនេះដឹងថ្មីៗហើយត្រួតពិនិត្យការអភិវឌ្ឍរបស់ខ្លួនជាញឹកញាប់ និងគ្លាហានប្រឈមនូវបញ្ហាលំបាកឬការគិតអវិជ្ជមានរបស់អ្នកជុំវិញ។

លរ	ការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ	កម្រិតនៃគ្រប់គ្រង									
		ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		៥	៤	៣	២	១	៥	៤	៣	២	១

តើស្ថិតនៅក្នុងកម្រិតណាដែរ.....?

១ លោកនាយក នាយិកាផ្តល់តម្លៃទៅលើការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរូបរម្យគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

២ លោកនាយក នាយិកាជំរុញចំណាប់អារម្មណ៍របស់លោកគ្រូ អ្នកគ្រូនិងភាគីពាក់ព័ន្ធផ្តោតលើការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរូបរម្យគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

៣ ផែនការយុទ្ធសាស្ត្រនិងវត្ថុបំណងរបស់សាលារៀនឆ្លើយតបទៅនឹងការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

៤) ឯង	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
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៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

៧ លោកនាយក នាយិកាផ្ដោតទៅលើការតាមដាននិងវាយតម្លៃធនធាន និងការប្រតិបត្តិនៅក្នុងសាលារៀន ក្នុងការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

៨ លោកនាយក នាយិកាប្រើប្រាស់នូវបច្ចេកវិទ្យានៅក្នុងការគ្រប់គ្រងនិងធ្វើបច្ចុប្បន្នភាពព័ត៌មានសាលារៀន ធនធានចំណេះដឹង និងប្រព័ន្ធបច្ចេកវិទ្យា ដើម្បីឆ្លើយតបទៅនឹងការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុង ការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

១២ លោកនាយក នាយិកា ជំរុញលើការធ្វើការសហការ និងការអភិវឌ្ឍសហគមន៍សិក្សាជំនាញរបស់លោកគ្រូ អ្នកគ្រូនៅក្នុងសាលា ដើម្បីជំរុញការអភិវឌ្ឍការបង្រៀនប្រកបដោយភាពច្នៃប្រឌិត និងសមត្ថភាពនៃភាព ជឿជាក់លើខ្លួនឯងរបស់គ្រូក្នុងការជួយអភិវឌ្ឍន៍ភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

លោកនាយក នាយិកា ជំរុញទឹកចិត្តគ្រូបង្រៀន និងបុគ្គលិកអប់រំ ឲ្យចូលរួមលើកកម្ពស់សកម្មភាពសិក្សា និងរៀបចំបរិស្ថានសាលារៀនដែលឆ្លើយតបទៅនឹងការអភិវឌ្ឍសមត្ថភាពខ្លួនឯងប្រកបដោយភាពច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

លោកនាយក នាយិកា និងអ្នកពាក់ព័ន្ធទាំងអស់ធ្វើការរួមគ្នា ដើម្បីកំណត់ និងដឹកនាំសកម្មភាពដែលគាំទ្រដល់ការអភិវឌ្ឍសមត្ថភាព ភាពជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង..

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

លោកនាយក និងគ្រូបង្រៀនដឹកនាំសកម្មភាពសិក្សានៅក្រៅថ្នាក់ ដើម្បីជំរុញការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

ការជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិត	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួបរួមគំនិត ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
	៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
	៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
	៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

លោកនាយក នាយិកាលើកកម្ពស់បរិយាកាសសាលារៀនដែលប្រកបដោយសុវត្ថិភាព ដើម្បីជំរុញការអភិវឌ្ឍភាពជឿជាក់លើខ្លួនឯងនៅក្នុងការច្នៃប្រឌិតរបស់សិស្ស ដែលពាក់ព័ន្ធនឹង.....

លើខ្លួនឯង	១) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញគំនិត	៥	៤	៣	២	១	៥	៤	៣	២	១
	២) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការផ្លាស់ប្តូរការគិត	៥	៤	៣	២	១	៥	៤	៣	២	១

៣) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការរួមចំណែក ឬចំណេះដឹង	៥	៤	៣	២	១	៥	៤	៣	២	១
៤) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការបញ្ចេញអ្វីដែលថ្មី	៥	៤	៣	២	១	៥	៤	៣	២	១
៥) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងជំនាញរបស់ខ្លួន	៥	៤	៣	២	១	៥	៤	៣	២	១
៦) ការជឿជាក់លើបុគ្គលិកលក្ខណៈខ្លួនឯង	៥	៤	៣	២	១	៥	៤	៣	២	១
៧) ការជឿជាក់លើសមត្ថភាពខ្លួនឯងក្នុងការប្រឈមនឹងឧបសគ្គ	៥	៤	៣	២	១	៥	៤	៣	២	១

ផ្នែកទី ៤៖ អនុសាសន៍និងសេចក្តីណែនាំបន្ថែម

តាមការយល់ឃើញរបស់លោកគ្រូ អ្នកគ្រូ ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិត របស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ តើការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព គួរមានលក្ខណៈបែបណា ពាក់ព័ន្ធនឹងផ្នែក៖

- ៤.១. ការដឹកនាំរបស់នាយកសាលា
-
- ៤.២. យុទ្ធសាស្ត្រសាលារៀន
-
- ៤.៣. សិស្ស និងអ្នកពាក់ព័ន្ធ
-
- ៤.៤. ការវាយតម្លៃ ការវិភាគនិងការគ្រប់គ្រងចំណេះដឹង.....
-
- ៤.៥. បុគ្គលិកសិក្សា លោកគ្រូ អ្នកគ្រូ (ធនធានមនុស្ស)
-
- ៤.៦. ការប្រតិបត្តិក្នុង.....
-

សូមគោរពថ្លែងអំណរគុណយ៉ាងជ្រាលជ្រៅចំពោះការចំណាយពេលវេលា ចូលរួមក្នុងការឆ្លើយសំណួររបស់លោក លោកស្រី ។



A-4: The Suitability and Feasibility Evaluation Form



The Suitability and Feasibility Evaluation Form

(Drafted) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy

The evaluation form of the suitability and feasibility of (Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy

Description

1. This research aimed to study the conceptual framework, study the priority needs, and propose the approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy
2. The researcher conducted this evaluation form to get opinions and comments from experts regarding the suitability and feasibility of the drafted approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy.
3. The data obtained from the evaluation is used to analyze the overall aspect of the suitability and feasibility of the drafted approaches for developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy. And in no way shall it impact the respondent or respondent's position.

I researcher highly value and respect the thoughts and opinions provided by you in this evaluation form. Any information you provide will be strictly confidential and used for research purposes only. Please kindly and honestly answer all the questions.

Thank you for sharing your expertise.

Miss Dalin Lim
 Master's degree student in Educational Management,
 Department of Educational Policy Management and Leadership,
 Faculty of Education,
 Chulalongkorn University
 Tel: 092 32 51 824 / 078 565759
 Email: dalin_lim@ymail.com

Instruction: Please put a (✓) in the column provided indicating the feasibility and the suitability of the approaches for developing management towards excellence of schools in Banteay Meanchey Based on the concept of creative self-efficacy

The Suitability of the (drafted) approaches

- 5 refers to the suitability of the approach is at the highest level
- 4 refers to the suitability of the approach is at the high level
- 3 refers to the suitability of the approach is at the moderate level
- 2 refers to the suitability of the approach is at the low level
- 1 refers to the suitability of the approach is at the lowest level

The Feasibility of the (drafted) approaches

- 5 refers to the feasibility of the approach is at the highest level
- 4 refers to the feasibility of the approach is at the high level
- 3 refers to the feasibility of the approach is at the moderate level
- 2 refers to the feasibility of the approach is at the low level
- 1 refers to the feasibility of the approach is at the lowest level

Part 1: The evaluation of suitability and feasibility of the main approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy

(Drafted) Approaches of Developing Management Towards Excellence of Schools in Banteay Meanchey Based to Enhance Students' Creative Self-Efficacy		The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
Main approaches												
1	Establish a welcoming climate for students' and stakeholders' engagement	5	4	3	2	1	5	4	3	2	1	
2	Install the context of Teach for Learn more than Teach for Test	5	4	3	2	1	5	4	3	2	1	
3	Design future-focused strategic plan	5	4	3	2	1	5	4	3	2	1	
4	Design the new paradigm of teacher professional development	5	4	3	2	1	5	4	3	2	1	
5	Cultivate innovative-driven leadership to foster change and execute current status quo	5	4	3	2	1	5	4	3	2	1	

Part 2: The evaluation of suitability and feasibility of the sub-approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy

(Drafted) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy		The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
1. Establish a welcoming climate for students' and stakeholders' engagement												
Sub-approach	1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
	1.2. Cultivate friendly students' and stakeholders' communication and relation	5	4	3	2	1	5	4	3	2	1	
2. Install the context of Teach for Learn more than Teach for Test												
Sub-approach	2.1. Establish extracurricular activity that enhance students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
	2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
3. Design a future-focused strategic plan												
Sub-approach	3.1. Empower the practical launch of action plan to enhance students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
	3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	

(Drafted) Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy		The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
4. Design the new paradigm of teacher professional development												
Sub-approach	4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
	4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
5. Cultivate innovative-driven leadership to foster change and execute the current status quo												
Sub-approach	5.1. Inspire valuing the development of students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	
	5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy	5	4	3	2	1	5	4	3	2	1	

Part 3: The evaluation of suitability and feasibility of the methods for Developing Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy

(Drafted) Approaches of Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy		The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
1. Establish a welcoming climate for students' and stakeholders' engagement												
1.1. Increase space for stakeholders' participation and support in developing students' creative thinking self-efficacy												
Methods	1.1.1. Offer multi opportunities for parents and the community to be involved in school activities to develop students' originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	1.1.2. Encourage parents to create supportive learning environment at home to develop students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	1.1.3. Have parents regularly share their experiences and problem in developing students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	
1.2. Cultivate friendly students' and stakeholders' communication and relation												
Methods	1.2.1. Survey students' and stakeholders' need and expectation on developing originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	1.2.2. Conduct regular dialogue and sharing with students and stakeholders to be present with their needs and interest in developing elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	1.2.3. Evaluate the current school's resources that respond to the students' and stakeholders' need to develop	5	4	3	2	1	5	4	3	2	1	

	(Drafted) Approaches of Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
	students' flexibility self-efficacy											
2. Install the context of Teach for Learn more than Teach for Test												
2.1. Establish extracurricular activities that enhance students' creative thinking self-efficacy												
Methods	2.1.1. Coordinate with stakeholder to design extracurricular activity to develop students' fluency self-efficacy	5	4	3	2	1	5	4	3	2	1	
	2.1.2. Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for developing students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	2.1.3. Allow parents and the community to participate in monitoring and evaluating the school's working process in developing students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	
2.2. Promote a positive and safe learning environment within the setting and outdoors to develop students' creative thinking self-efficacy												
Methods	2.2.1. Ongoing verify the readiness and safety of learning resources and environment for developing students' fluency and flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	
	2.2.2. Engage students with learning resources outside the wall of the classroom or school to enhance students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	2.2.3. Motivate school self-evaluation on school practice	5	4	3	2	1	5	4	3	2	1	

	(Drafted) Approaches of Management Towards Excellence of Schools in Banteay Meanchey to Enhance Students' Creative Self-Efficacy	The Evaluation										Comments
		Suitability Highest → Lowest					Feasibility Highest → Lowest					
		5	4	3	2	1	5	4	3	2	1	
	in order to develop students' flexibility self-efficacy											
3. Design a future-focused strategic plan												
3.1. Empower the practical launch of the action plan to enhance students' creative thinking self-efficacy												
Methods	3.1.1. Apply a variety of learning activities that respond to the goals to develop students' originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	3.1.2. Increase access to ICT and Internet in school to develop students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	3.1.3. Share best practices in developing students' flexibility self-efficacy between teachers in the school or school community	5	4	3	2	1	5	4	3	2	1	
3.2. Ensure strategic objectives and action plans respond to the future development of students' creative thinking self-efficacy												
Methods	3.2.1. Create the strategic plans based on the PDCA quality cycle to enhance the development of students' originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	3.2.2. Involve key supplier or partner in developing a strategy to enhance students 'originality and elaboration self-efficacy	5	4	3	2	1	5	4	3	2	1	
	3.2.3. Plan processes to mobilize and allocate resource for developing students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	

4. Design the new paradigm of teacher professional development												
4.1. Build a positive and supportive working environment amongst teachers in school to enhance students' creative thinking self-efficacy												
Methods	4.1.1. Create a feeling of shared ownership and responsibility in developing students' fluency self-efficacy with teachers	5	4	3	2	1	5	4	3	2	1	
	4.1.2. Offer professional development and support for teachers according to their needs and condition to develop knowledge and skills in enhancing students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	4.1.3. Reduce barriers to teacher professional development to motivate teachers to develop students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	
4.2. Foster teachers' engagement in promoting knowledge development and techniques to develop students' creative thinking self-efficacy												
Methods	4.2.1. Encourage teachers to do action research or case study on creativity to enhance students' originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	4.2.2. Engage teachers in the opportunities of sharing new knowledge, experience, and consultation to foster the developing students' elaboration and originality self-efficacy.	5	4	3	2	1	5	4	3	2	1	
	4.2.3. Implement a reward system to encourage the involvement or ongoing improvement in developing students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	
5. Cultivate innovative-driven leadership to foster change and execute the current status quo												
5.1. Inspire valuing the development of students' creative thinking self-efficacy												

Methods	5.1.1. Shared school's vision, goals, and common sense of enhancing students' originality self-efficacy to teachers and stakeholders to develop students together	5	4	3	2	1	5	4	3	2	1	
	5.1.2. Strengthen partnership with the community, NGOs, and private sector to support creativity in school education to develop students' elaboration and originality self-efficacy.	5	4	3	2	1	5	4	3	2	1	
	5.1.3. Analyze school's challenge on striving to develop student's fluency self-efficacy	5	4	3	2	1	5	4	3	2	1	
5.2. Lead the school community in a process of a shared direction, and commitment to developing students' creative thinking self-efficacy												
Methods	5.2.1. Increase school engagement in social events to boost students' originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	5.2.2. Engage community partner to provide supported services at school to develop students' elaboration and originality self-efficacy	5	4	3	2	1	5	4	3	2	1	
	5.2.3. Promote school self-evaluation and external evaluation to review school's performance in enhancing students' flexibility self-efficacy	5	4	3	2	1	5	4	3	2	1	

Signature

Expert's name

APPENDIX B: NAME LIST OF EXPERTS

Name List of Experts

For

1. Evaluating and Confirming the Conceptual Framework

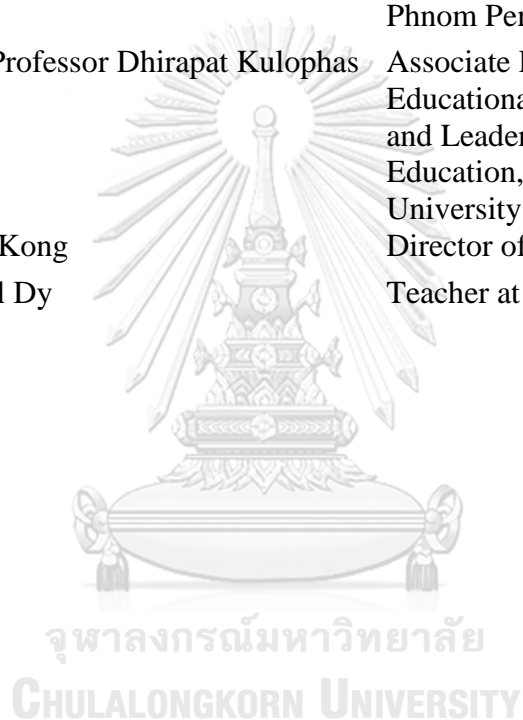
Name	Position
1.1. Dr. Chanthearg Meak	Deputy Director of Vocational Orientation Department
1.2. Dr. Poliny Ung	Lecturer at National Meanchey University
1.3. Mr. Sokun Son	Lecturer at Battambang Education Collage
2.3. Mr. Thuch Kong	Director of Nimit High School

2. Content Validity of The Research Instruments

Name	Position
2.1. H.E. Dr. Academician Chuon Naron Hang	Minister of Ministry of Education, Youth, and Sports, Cambodia
2.2. H.E. Dr. Kimcheang Hong	Director of Kompong Speu Institute of Technology
2.3. Dr. Bunhoeun Chhourn	Director of Asian Human Resource Development Institute in Cambodia
2.4. Dr. Nil Ean	Lecturer at Department of Psychology, Royal University of Phnom Penh
2.5. Associate Professor Dhirapat Kulophas	Associate Professor in Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University
2.6. Mr. Model Chhem	Director of Phnom Thom High School

3. Evaluating the Suitability and Feasibility of the Drafted Approaches

Name	Position
3.1. H.E. Dr. Academician Chuon Naron Hang	Minister of Ministry of Education, Youth, and Sports, Cambodia
3.2. H.E. Dr. Kimcheang Hong	Director of Kompong Speu Institute of Technology
3.3. Dr. Bunhoeun Chhourn	Director of Asian Human Resource Development Institute in Cambodia
3.4. Dr. Nil Ean	Lecturer at Department of Psychology, Royal University of Phnom Penh
3.5. Associate Professor Dhirapat Kulophas	Associate Professor in Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University
3.6. Mr. Thuch Kong	Director of Nimit High School
3.7. Mr. Sophall Dy	Teacher at Phnom Penh High School





**APPENDIX C: RELIABILITY ANALYSIS OF THE QUESTIONNAIRE
USING CRONBACH'S ALPHA COEFFICIENT**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

RELIABILITY ANALYSIS OF THE QUESTIONNAIRE
Using Cronbach's Alpha Coefficient

Components	Cronbach's Alpha	
	Current State	Desirable States
1. The Results of management towards excellence of schools		
1.1. Students Learning Results	0.872	0.924
1.2. Students and Stakeholder Engagement Results	0.710	0.885
1.3. Teachers' Development and Management Results	0.875	0.850
1.4. Leadership and Governance Results	0.762	0.725
1.5. Budgets and Financial Management Results	0.759	0.813
Total	0.930	0.960
2. The Process of developing management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy		
2.1. Leadership	0.973	0.979
2.2. Strategy	0.984	0.985
2.3. Students and Stakeholders	0.983	0.985
2.4. Measurement, Analysis, and Knowledge Management	0.985	0.987
2.5. Workforce	0.990	0.988
2.6. Operation	0.989	0.980
Total	0.997	0.996
Overall	0.996	0.995

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.996	109

Reliability Statistics

Cronbach's Alpha	N of Items
.995	109

Reliability Statistics

Cronbach's Alpha	N of Items
.994	218

Overall Result



APPENDIX D: COOPERATION LETTERS

Cooperation Letters for

- 1. Evaluating and Confirming the Conceptual Framework**
- 2. Examining Content Validity of The Research Instruments**
- 3. Collecting Data**
- 4. Evaluating the Suitability and Feasibility of the Drafted Approaches**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



1

**Cooperation Letters for
Evaluating and Confirming the Conceptual Framework**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

No. 64.6/5475



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

15 October 2021

Dr. Chantheng Meak
Deputy Director of Vocational Orientation Department,
Ministry of Education, Youth and Sports, Cambodia

Dear Dr.Chantheng Meak

Subject: Request for cooperation in confirming the conceptual framework of the research project

I am writing to request your cooperation in research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled **Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy** under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratanavanit, Ph.D. In this regard, I would like to request your valuable time to confirm the conceptual framework as I strongly believe that your expertise will be of great value in improving the conceptual framework of the research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 325 1824.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

No. 64.6/5476



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

15 October 2021

Dr. Poliny Ung
National Meanchey University,
Banteay Meanchey province, Cambodia

Dear Dr. Poliny Ung

Subject: Request for cooperation in confirming the conceptual framework of the research project

I am writing to request your cooperation in research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled **Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy** under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratavanit, Ph.D. In this regard, I would like to request your valuable time to confirm the conceptual framework as I strongly believe that your expertise will be of great value in improving the conceptual framework of the research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 325 1824.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

No. 64.6/5472



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

15 October 2021

Mr. Thuch Kong
Nimit High School,
Banteay Meanchey province, Cambodia


Dear Mr.Thuch Kong

Subject: Request for cooperation in confirming the conceptual framework of the research project

I am writing to request your cooperation in research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled **Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy** under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratavanit, Ph.D. In this regard, I would like to request your valuable time to confirm the conceptual framework as I strongly believe that your expertise will be of great value in improving the conceptual framework of the research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 325 1824.

Yours sincerely,

Wichai Sawekngam  **รองอธิการบดีมหาวิทยาลัย**
Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean

No.64.6/5575



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

19 October 2021

Mr. Sokun Son
Battambang Education Collegee,
Battambang province, Cambodia


Dear Mr. Sokun Son

Subject: Request for cooperation in confirming the conceptual framework of the research project

I am writing to request your cooperation in research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled **Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy** under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratavanit, Ph.D. In this regard, I would like to request your valuable time to confirm the conceptual framework as I strongly believe that your expertise will be of great value in improving the conceptual framework of the research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 325 1824.

Yours sincerely,

Wichai Sawekngam

 Assistant Professor Wichai Sawekngam, Ph.D.
 (Associate Dean)
 Acting for Dean



2

**Cooperation Letter
For Examining Content Validity of The Research Instruments**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



No. 64.6/5733

Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

29 October 2021

H.E. Dr. Academician ChuonNaron Hang
Minister,
Ministry of Education, Youth and Sports,
Cambodia

Dear H.E. Dr. Academician ChuonNaron Hang,

Subject: Request for Cooperation in evaluating the research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request your cooperation in the research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled “Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy” under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. In this research, Miss Dalin Lim would like to invite you to check the research instrument of the research project. We strongly believe that your expertise will be of great value in improving the research instrument of this research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 0923251824.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

No. 64.6/5735



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

29 October 2021

H.E. Dr. Kimcheang Hong
Director of Kampong Speu Institute of Technology,
Ministry of Education, Youth and Sport,
Cambodia

Dear H.E. Dr. Kimcheang Hong,

Subject: Request for Cooperation in evaluating the research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request your cooperation in the research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled “Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy” under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. In this research, Miss Dalin Lim would like to invite you to check the instrument of the research project. We strongly believe that your expertise will be of great value in improving the instrument of this research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 0923251824.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

No. 64.6/5734



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

29 October 2021

Dr. Bunhoeun Chhourn
Director of Asia Human Resource Development Institute in Cambodia

Dear Dr. Bunhoeun Chhourn,

Subject: Request for Cooperation in evaluating the research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request your cooperation in the research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy" under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratavanit, Ph.D. In this research, Miss Dalin Lim would like to invite you to check the research instrument of the research project. We strongly believe that your expertise will be of great value in improving the research instrument of this research project.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 0923251824.

Yours sincerely,

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean

The Graduate Academic and International Affairs, Faculty of Education, Chulalongkorn University

No. 64.6/5732



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

29 October 2021

Dr. Nil Ean
Lecturer at Department of Psychology,
Royal University of Phnom Penh, Cambodia

Dear Dr. Nil Ean,

Subject: Request for Cooperation in evaluating the research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request your cooperation in the research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy" under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. In this research, Miss Dalin Lim would like to invite you to check the research instrument of the research project. We strongly believe that your expertise will be of great value in improving the research instrument of this research project.

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Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

The Graduate Academic and International Affairs, Faculty of Education, Chulalongkorn University

No. 64.6/5731



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

29 October 2021

Mr. Model Chhem
Director of Phnom Thom High School,
Banteay Meanchey Province, Cambodia

Mr. Model Chhem,

Subject: Request for Cooperation in evaluating the research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request your cooperation in the research project of Miss Dalin Lim, Master of Education Program in Educational Management, Chulalongkorn University, who has been working on the thesis titled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy" under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. In this research, Miss Dalin Lim would like to invite you to check the research instrument of the research project. We strongly believe that your expertise will be of great value in improving the research instrument of this research project.

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Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.

(Associate Dean)

Acting for Dean

The Graduate Academic and International Affairs, Faculty of Education, Chulalongkorn University



บันทึกข้อความ

ส่วนงาน กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิชาชีพ ฝ่ายวิชาการ คณะครุศาสตร์ โท. ๘๒๕๖๕ ต่อ ๖๗๓๔

ที่ อว ๖๔.๖(๒๗๙๑.๐๔)/๓๕๙๙

วันที่ ๒๙ ตุลาคม ๒๕๖๔

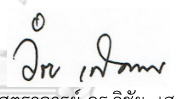
เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน ผู้ช่วยศาสตราจารย์ ดร.ธีรภัทร กุโลภาส

ด้วย นางสาวดาสิน ลิ้ม นิสิตหลักสูตรครุศาสตรครุศาสตรมหาบัณฑิต สาขาวิชาบริหารการศึกษา ภาควิชานโยบายการจัดการและความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง “แนวทางการบริหารสู่ความเป็นเลิศของโรงเรียนในจังหวัดบันเตียเมียนเจยตามแนวคิดการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์” โดยมี ผู้ช่วยศาสตราจารย์ ดร.ชญาพิมพ์ อุสาโห และอาจารย์ ดร.นิพัชชา โรจนรัตนวานิชย์ เป็นอาจารย์ที่ปรึกษา

การนี้ จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย ทั้งนี้ นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัยดังกล่าว เพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้


(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)

รองคณบดี

ปฏิบัติกรแทนคณบดี

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



3

**Cooperation Letter
For Collecting Data**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



No. 64.6/6579

Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

22 December 2021

Ministry of Education, Youth and Sport,
Kingdom of Cambodia

Dear Minister of Ministry of Education, Youth and Sports, Cambodia

Subject: Request for Cooperation in Research Data Collection

As Miss Dalin Lim, an international student of Master of Education Program in Educational Management, is proceeding research project on 'Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy' under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratavanit, Ph.D., would like to request for your cooperation in the data collection in High Schools in Banteay Meanchey Province. In this research project, Miss Dalin Lim needs to collect the data from school directors, deputy directors, and teachers in all high schools in Banteay Meanchey province, Cambodia.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 3251824/ +855 098 650320

We do hope that you will grant permission to Miss. Dalin Lim to collect data as mentioned above. Your kind cooperation is greatly appreciated.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean

No. 64.6/6569



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

22 ธันวาคม 2564

Ministry of Education, Youth and Sport, Cambodia,
Provincial Department of Education, Banteay Meanchey

Dear Director of Banteay Meanchey Provincial Department of Education, Youth and Sports,

Subject: Request for Cooperation in Research Data Collection

As Miss Dalin Lim, an international student of Master of Education Program in Educational Management, is proceeding research project on 'Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy' under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D., would like to request for your cooperation in the data collection in High Schools in Banteay Meanchey Province. In this research project, Miss Dalin Lim needs to collect the data from school directors, deputy directors, and teachers in all high schools in Banteay Meanchey province, Cambodia.

If you have any questions or need further information, please feel free to contact Miss Dalin Lim on the e-mail dalin_lim@ymail.com or via mobile number +66 092 3251824/ +855 098 650320

We do hope that you will grant permission to Miss. Dalin Lim to collect data as mentioned above. Your kind cooperation is greatly appreciated.

Yours sincerely,

Wichai Sawekngam
Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean

The Graduate Academic and International Affairs, Faculty of Education, Chulalongkorn University



No. 64.6/6572

Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

22 December 2021

Ministry of Education, Youth and Sport,
Kingdom of Cambodia

Dear Directors of High School, Banteay Meanchey Provincial Department of Education, Youth and Sports,

Subject: Request for Cooperation in Research Data Collection
Attachment: Research Questionnaire

As Miss Dalin Lim, an international student of Master of Education Program in Educational Management, is proceeding research project on 'Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on the Concept of Creative Self-Efficacy' under the supervision of Assistant Professor Chayapim Usaho, Ph.D. and Nipachcha Rojatanavanit, Ph.D., would like to request for your cooperation in the data collection in High Schools in Banteay Meanchey Province. In this research project, Miss Dalin Lim needs to collect the data from school directors, deputy directors, and teachers in all high schools in Banteay Meanchey province, Cambodia.

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We do hope that you will grant permission to Miss. Dalin Lim to collect data as mentioned above. Your kind cooperation is greatly appreciated.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ៤៩២៧ អយក.តច

ទិន្នន័យចេញផ្សាយ
ថ្ងៃ: ០៦
ខែ: ០១
ឆ្នាំ: ២០២១

ថ្ងៃ ០៦ ខែ ០១ ឆ្នាំ ២០២១
រាជធានីភ្នំពេញ ថ្ងៃទី ០៦ ខែ ០១ ឆ្នាំ ២០២១

ជម្រាបជូន

ឯកឧត្តម លោកជំទាវ លោក លោកស្រីប្រធានគ្រឹះស្ថានសិក្សា និងអង្គការពំនាញ
ក្រោមឱវាទក្រសួងអប់រំ យុវជន និងកីឡា

កម្មវត្ថុ: សំណើផ្តល់កិច្ចសហការក្នុងការចុះប្រមូលទិន្នន័យបញ្ចប់និរូបបទក្រោមប្រធានបទស្តីពីវិធីសាស្ត្រ
នៃការអភិវឌ្ឍការគ្រប់គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់
លើខ្លួនឯងក្នុងការច្នៃប្រឌិតរបស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ របស់កញ្ញា លីម ផាលីន។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូន ឯកឧត្តម លោកជំទាវ លោក លោកស្រី
ប្រធាន ជ្រាបថា: កញ្ញា លីម ផាលីន ជាគ្រូបង្រៀនកម្រិតឧត្តម នៅវិទ្យាល័យមង្គលបុរី ខេត្តបន្ទាយមានជ័យ
ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសគ្រប់គ្រងអប់រំ នៅសាកលវិទ្យាល័យជុំឡឡុងកន ប្រទេសថៃ
បាននិងកំពុងសរសេរនិរូបបទថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ក្រោមប្រធានបទស្តីពី វិធីសាស្ត្រនៃការអភិវឌ្ឍការ
គ្រប់ គ្រងសាលារៀនប្រកបដោយឧត្តមភាព ដើម្បីជំរុញការអភិវឌ្ឍការជឿជាក់លើខ្លួនឯងក្នុងការច្នៃប្រឌិត
របស់សិស្ស ក្នុងខេត្តបន្ទាយមានជ័យ។ កំឡុងពេលសរសេរនិរូបបទ កញ្ញា លីម ផាលីន នឹងចុះប្រមូលទិន្នន័យ
ពីបុគ្គលិកអប់រំនៅតាមគ្រឹះស្ថានសិក្សាក្នុងខេត្តបន្ទាយមានជ័យ និងមន្ត្រីជំនាញក្រោមឱវាទក្រសួងអប់រំ យុវជន
និងកីឡា ដោយការបំពេញកម្រងសំណួរ ចាប់ពីថ្ងៃទី ២៧ ខែ ធ្នូ ឆ្នាំ ២០២១ តទៅ។

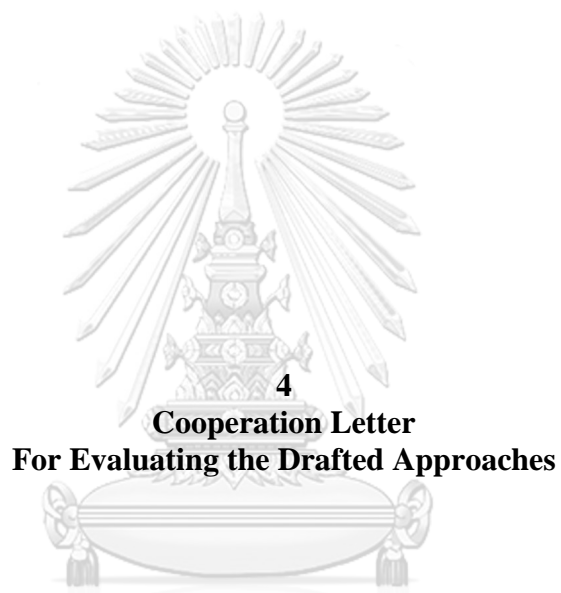
អាស្រ័យដូចបានជម្រាបជូនខាងលើ សូម ឯកឧត្តម លោកជំទាវ លោក លោកស្រីប្រធាន ផ្តល់កិច្ច
សហការក្នុងការផ្តល់ទិន្នន័យគ្រប់គ្រាន់ដើម្បីឱ្យការសរសេរនិរូបបទនេះទទួលបានជោគជ័យ។

សូម ឯកឧត្តម លោកជំទាវ លោក លោកស្រីប្រធាន ទទួលទូរស័ព្ទអានដ៏ស្មោះពីខ្ញុំ

ចម្លងជូន:
-សាលារាជធានី ខេត្តគោលដៅ
-ឧទ្ទកាល័យឯកឧត្តមបណ្ឌិតសភាចារ្យប្រធាន
-ដើម្បីជ្រាបជូនគ្រឹះស្ថានសិក្សា
-អង្គការពាក់ព័ន្ធ -ដើម្បីសហការ
-កាលប្បវត្តិ
-ឯកសារ នាយកដ្ឋានកម្រងទិសវិជ្ជាជីវៈ

លោកស្រីប្រធាន ក្រសួងអប់រំ យុវជន និងកីឡា
បណ្ឌិតសភាចារ្យ ហង់ ជួន ណារ៉ុន

ពាម សុខម៉េង



4

**Cooperation Letter
For Evaluating the Drafted Approaches**

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY



No. 64.6/1696

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022

Dear H.E. Dr. Academician Chuon Naron Hang,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

In this regard, I would like to invite you to be an expert in evaluating the suitability and feasibility of the proposed approaches of the study. The student will subsequently coordinate with you and provide more detail on this matter. Your kind consideration is highly appreciated.

Yours sincerely,

Wichai Sawekngam

(Assistant Professor Wichai Sawekngam, Ph.D.)

Associate Dean
Acting for Dean

Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0.2218-2565 Ext. 6737*



No. 64.6/1692

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022

Dear H.E. Dr. Kimcheang Hong,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratanavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

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Wichai Sawekngam
(Assistant Professor Wichai Sawekngam, Ph.D.)
Associate Dean
Acting for Dean

Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0-2218-2565 Ext. 6737*



No. 64.6/1695

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022


Dear Dr. Bunhoeun Chhoun,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

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(Assistant Professor Wichai Sawekngam, Ph.D.)
Associate Dean
Acting for Dean

Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0-2218-2565 Ext. 6737*



No. 64.6/1694

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022

Dear Mr. Thuch Kong,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

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Associate Dean
Acting for Dean

Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0-2218-2565 Ext. 6737*



No. 64.6/1693

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022

Dear Dr. Nil Ean,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratnavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

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Wichai Sawekngam

(Assistant Professor Wichai Sawekngam, Ph.D.)

Associate Dean

Acting for Dean

Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0-2218-2565 Ext. 6737*



No. 64.6/1697

Faculty of Education,
Chulalongkorn University
Phaya Thai Road, Pathum Wan,
Bangkok 10330

7 April 2022

Dear Mr. Sophall Dy,

Subject: Request for Expert's Evaluation on Suitability and Feasibility of Proposed Approaches

This is to certify that Ms. Dalin Lim is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Management Towards Excellence of Schools in Banteay Meanchey Based on The Concept of Creative Self-Efficacy" under the supervision of Associate Professor Chayapim Usaho, Ph.D. and Nipachcha Rojratanavanit, Ph.D. To attain this, an expert evaluation on suitability and feasibility of the proposed approaches should be invoked.

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Yours sincerely,

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Associate Dean

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Enclosures: The Suitability and Feasibility Evaluation Form

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel. 0-2218-2565 Ext. 6737*



บันทึกข้อความ

ส่วนงาน กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิชาชีพ ฝ่ายวิชาการ คณะครุศาสตร์ โท. ๘๒๕๖๕ ต่อ ๖๗๓๓

ที่ อว ๖๔.๖(๒๗๙๑.๐๔)/๐๖๐๔

วันที่ ๗ เมษายน ๒๕๖๕

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมและความเป็นไปได้ของร่างแนวทาง

เรียน รองศาสตราจารย์ ดร.ธีรภัทร กุโลภาส

ด้วย นางสาวดาสิน ลิ้ม นิสิตหลักสูตรครุศาสตรมหาบัณฑิต สาขาวิชาบริหารการศึกษา ภาควิชา นโยบายการจัดการและความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง “แนวทางการบริหารสู่ความเป็นเลิศของโรงเรียนในจังหวัดบึงกาฬโดยมีเจตจำนงเจดีย์ ตามแนวคิดการรับรู้ความสามารถของตนเองเชิงสร้างสรรค์” โดยมี รองศาสตราจารย์ ดร.ชญาพิมพ์ อุสาโท และอาจารย์ ดร.นิพัชชา โรจนรัตน์วานิชย์ เป็นอาจารย์ที่ปรึกษา

การนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมและความเป็นไปได้ของร่างแนวทางดังกล่าว ทั้งนี้ นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวงงาม)

รองคณบดี

ปฏิบัติการแทนคณบดี

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

เบอร์โทรศัพท์ผู้วิจัย: ๐๙๒ ๓๒๕๑๘๒๔ ไปรษณีย์อิเล็กทรอนิกส์: dalin_lim@gmail.com



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

VITA

NAME Miss Dalin Lim

DATE OF BIRTH 25 September 1991

PLACE OF BIRTH Russey Krok village, Russey Krok commune,
Mongkolborey District, Banteay Meanchey Province,
Cambodia

**INSTITUTIONS
ATTENDED** National Institute of Education (NIE)
University of Management and Economics (UME)
Regional Teacher Training Centre (RTTC)

HOME ADDRESS #117, Russey Krok village, Russey Krok commune,
Mongkolborey District, Banteay Meanchey Province,
Cambodia



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