

The School Administration Affecting the Life Skill and Career of Students in the Opportunity Expansion School, Narathiwat Province, Thailand

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Abstract

This study was aimed to study the school administration that influenced the promotion of life skills and career of students of Educational Opportunity Expansion Schools in Narathiwat Province. The samples were 200 teachers who served as heads of four divisions in Educational Opportunity Expansion Schools in Narathiwat Province, chosen through the purposive sampling technique. Research tools were five-scale questionnaires with reliability of 0.952. Statistics used for this research include percentage, mean, standard deviation, and stepwise multiple regression analysis. It was found that administrative performance and the promotion of life skills and career of students were at the high level, both overall and each aspect. School administrators' administrative performance that affects students' life skills and career of Educational Opportunity Expansion Schools in Narathiwat Province consisted of three variables; coordination and network building, assessment and evaluation, and development and encouragement. The multiple regression analysis values were 0.803, and the prediction discrepancy value was 0.153, which could predict the promotion of life skills and career of students of Educational Opportunity Expansion Schools in Narathiwat Province as high as possible 64.5 percent.

Keywords: School administration, Life skill and career of students, Educational opportunity, Expansion school, Narathiwat Province

Introduction

One of the most important talents for 21st century notions is vocational and subsistence skills. If a person has the necessary professional skills, he or she will be content, which will lead to future stability and success. The development of vocational skills and livelihood is thus utilized to build a person's ability for a career, and the person's capability to assess themselves and then lead a happy life. Students should recognize and comprehend themselves in terms of aptitudes and interests, ability, and self-expectation, as well as work learning and

comprehension of job characteristics, as part of the skill assessment (Kunnaphadol et al., 2019). It agrees with Ginzberg (1996), who stated that skill assessment and growth are most effective when children are between 13 and 15. Children of those ages will appraise their abilities and explore a job, examine their interests and abilities, and decide whether to pursue that vocation. Promoting vocational education in schools to train students in vocational skills could assist students in gaining occupational skills while in school and pursuing a profession after completing compulsory education. This idea is similar to Wisalaporn's (2009) suggestion that career education was structured to provide jobs and money while students were studying. Students who did not have the well financial strategies to continue their education at a higher level were able to pursue a career after graduation.

To improve educational opportunities, school administration should promote students' careers in schools. All sectors, particularly administrators, must play a role in promoting and pushing the administration of educational institutions per the intent of the Basic Education Core Curriculum B.E. 2551 and the country's strategy of workforce production and development. According to Aphaijai (2017), who investigated the educational management model for promoting jobs for disadvantaged children, it is consistent with this study. Schools participating in the Royal Initiative Project discovered the essential factors: academic, personnel management, budgeting, and general administration. These factors are the four areas of the educational institution administration. The educational management of the school determines to enhance students' life skills or professional skills. As a result, it can be used by students to function in society. It was designed to help students improve their abilities, diligence, patience, and work attitude. The most essential and influential mechanism for the quality of the educational system's outcomes, the administration's performance, and the effectiveness of educational institutions is school administrators. Many academics agree that management plays a role in whether education succeeds or fails. According to a result, the administrators are a significant factor in managing high-quality education, as it enhances students' life skills and job opportunities (Paopan, 2016).

Narathiwat Province is located on Thailand's southern border. It has distinct characteristics. Thus, education must be managed in line with the way of life, culture, tradition, cultural variety, and the identity and needs of the local community. There is a serious problem in this region that must be handled immediately, mainly because students in the neighborhood are at risk of misbehaving and generating social difficulties. There was a group of Grade 3 students in Narathiwat who graduated but did not continue their studies and did not have a job due to students in the Opportunity Expansion School. Although school administrators are not involved in the supervision of learning, students have the opportunity to acquire life skills and jobs on their own. In order for the learners to reach the quality demanded by the educational institutions and the country, the administrator should also play an important role in establishing the management system of educational institutions in various disciplines. As a result, educational institution administration is crucial and necessary for students to live in the present by providing life skills and careers. According to it, it is a vital skill for the future. It also helps

alleviate the problem of graduating students who do not continue their studies or do not have a job, which can be a problem for the community and society.

Literature review

Skills for life and career

Life and career skills are crucial in improving a person's health and personality development to achieve a higher level of well-being. A person with life skills has self-confidence, self-worth, respect for others' rights, and the ability to live in a pleasant society, and creative optimism. As a result, developing life skills makes a person a good employee, a good person, and a good member of society.

The significant components of life and career skills are presented in Partnership for 21st Century Learning (2009) and Partnership, Great Schools (2014) as the followings:

1. Flexibility and Adaptability: This term refers to the ability to adjust work performance to fit a variety of settings, be open-minded and listen to other points of view, and put them into practice based on sound ideas.

2. Initiative and Self-direction: This term refers to the ability to operate deliberately and be ready to take on new responsibilities and difficulties. They can also set goals and make plans to achieve them within a specific time frame.

3. Social and Cross-cultural Skills: This term refers to the capacity to work and live in a variety of settings and with various individuals. It can help to get the job done while maintaining diversity and avoiding stress and isolation.

4. Productivity and Accountability: This term refers to planning and putting information and abilities to good use to make good decisions. Individuals and groups must share responsibility, manage time effectively, and allocate resources wisely to achieve production requirements.

5. Leadership and Responsibility: This term refers to the ability to reach out to an organization and meet its goals and requirements, to have the leadership and management abilities necessary to support excellent leadership, to be critical of a successful organization or group, and to take on leadership responsibilities. Honesty and ethics are also important in the workplace. Leaders and members are held accountable for the public good rather than personal gain.

Therefore, life and career skills are essential to students in the 21st century. They made students face different situations effectively in daily life and can adapt in the future. They also have thinking skills, knowledge, and the ability to work in the era of information competition and redundant life. Life and career skills will enable students to enhance their ability to live and apply the knowledge gained for future careers.

Promoting life and vocational skills in educational institutions

According to the Office of the Basic Education Commission (2012), education for occupation (Career Education) or career education aims to provide students with a rational idea as a result of work, accumulate knowledge and skills needed to work, know how to find work

opportunities and avenues, and also explore their entry into the world of work. The time spent in a basic education institution is critical for developing knowledge, skills, and a positive attitude. Learners will benefit from training and to gain the experience they need to make decisions about their future courses and jobs. Thailand's revised National Education Development Plan (2009-2021) aims to develop life into a "complete human being physically and mentally, intellectually, knowledgeable and ethical, ethical and cultural in life, enabling people to live happily with others" and to develop Thai society into a "strong Thai society".

The aim of vocational education in basic education should be based on equipping students with rational thinking skills in their work, amassing knowledge and skills required for work, recognizing work opportunities, and investigating and entering the world of work. As a result, it is vital to create career development concepts among children aged 9 to 15 in upper elementary to middle school. All learning topic groups' curriculum and instruction, and learner development activities, must prioritize and collaborate in giving knowledge at three levels: introduction, development, and focus. It must assist learners to see the connection between school knowledge and real-life to be successful in education for a career in curriculum and teaching in a school context, allowing students to participate in enjoyable learning activities, intriguing and significant. It can equip students with the knowledge, attitudes, and abilities they will require in the future. To help students prepare for future changes; as a result, educational institutions must foster parent-community collaboration. It will aid and support education management in order for an occupation to take place within the educational institution.

Therefore, schools and teachers need to focus on designing learning activities that increase the chances of learners to have the following things: 1) Career Motivation, 2) Career Orientation, 3) Career Exploration, and 4) Career Preparation, which is a pre-tertiary career education model.

The opportunity expansion school in Narathiwat province, Thailand

Under the Office of the National Primary Education Commission, the school expands educational options for the lower secondary to an elementary school that offers lower secondary education. Due to Thailand's economy, society, and politics have changed, it is vital to improving people's basic knowledge to encourage adaptation to new science and technology and compete in a global society. It could help you grow yourself so you can pursue a job and improve your quality of life, especially if you choose to accept ideas or things that are good to you, your family, and your community without jeopardizing your Thai identity, religious identity, or culture (Darunadet, 1996). One of the key programs focusing on developing high-quality human resources is the Education Opportunity Expansion Project. It has the potential to contribute to the growth of society and the country. It is a program that strives to provide all Grade 6 students with the opportunity to continue their education at the lower secondary level. The government covers all costs. As a result, it is a chance to open or extend chances for kids to pursue higher education (Suriya, 2019). The Fundamental Education Opportunity Expansion Program is an initiative that allows children in grades 6 to get an education from the government and the Ministry of Education if they do not have access to lower secondary

education. In order to develop students who are disadvantaged in every field to get a higher education, the school's operation must overcome several difficulties. The concept used should be the Opportunity Expansion schools were as part of the community. The gap between urban and rural communities will be significantly reduced. Schools must rely on the communities to help them develop since they also prepare people to live in the community. (National Primary Education Commission Office, 2001). School administration is aimed to provide students with life and career skills. Therefore, students need to be able to live in both today and the future. It could also reduce the problems caused by students who do not continue their studies and lack a career. Then, it may also become a problem for the community and society. Therefore, the administrators of the educational institutions need to have the management of the educational institutions to encourage students to have professional skills according to their aptitudes and interests, and have a good quality of life.

In conclusion, it can be seen that the Fundamental Education Opportunity Expansion Project is a project that enables children in Grade 6 who do not have the opportunity to continue their education at the lower secondary level. It would take the opportunity of children to study, so school's operation the to expand educational opportunities must overcome various obstacles to develop the disadvantaged students in every aspect to receive higher education. Thus, reducing the gap between urban and rural communities with the vision that the Opportunity Expansion School was part of the community. Although schools could develop people to live in the community simultaneously, it has to rely on the community to help develop the school as well.

Research objective

1. To study the school administration of the school administrators at the Opportunity Expansion School in Narathiwat Province
2. To study the promotion of life skills and careers of students at the Opportunity Expansion School in Narathiwat Province
3. To study the school administration that affects the promotion of life skills and careers of students at the Opportunity Expansion School in Narathiwat Province

Conceptual framework

The researcher reviewed documents and studies on the administration of educational institutions that appear like schools, increasing educational possibilities based on the educational institutions' functions, and the concept of developing life skills and careers in a manner that is appropriate. The following is a description of the research concept framework.

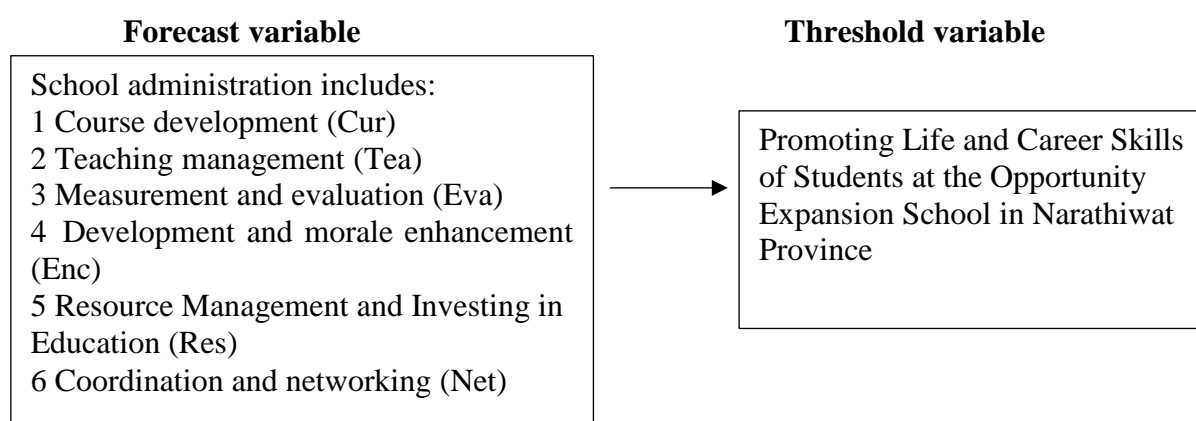


Figure 1 Research conceptual framework

Methodology

Teachers from the Opportunity Expansion School in Narathiwat Province, run by the Office of the Primary Education Commission in Narathiwat Province, made up the population for this study, totaling 1,041 people. Teachers and heads of four departments, namely Academic Administration, Personnel Management, Department Budget Management, and the general administration of the Opportunity Expansion School in Narathiwat Province, were randomly selected (Purposive Sampling) from the Opportunity Expansion School in Narathiwat Province under the Office of the Primary Education Commission. The tool used for this research was a questionnaire related to school administration, and the promotion of students' life skills and careers. It was divided into 3 parts. Part 1 was the general information of the respondents. Part 2 was a teacher opinion test about the school administrators' administration, namely curricula development, teaching management, measurement and evaluation, development and moral enhancement, resource Management, investing in education, and coordination and networking. The last, part 3, is a teacher opinion questionnaire on students' life skills and careers, which were: 1) flexibility and adaptability, 2) initiative and self-guiding, 3) social skills and cross-cultural learning, 4) productivity and accountability, and 5) leadership and responsibility. A questionnaire, which included a checklist form and a 5-level rating scale with 62 items, was used to collect data. The consistency index (IOC) for all questionnaires was 1.00, and the overall questionnaire's confidence was 0.952. Data were collected online by scanning a QR code; then the questionnaire was completed through the Google Forms application. The collected data was then analyzed. Using the method, percentage, mean, standard deviation, Pearson Correlation Coefficient, and Stepwise Multiple Regression were all calculated.

Results

The results showed that:

1. The Opportunity Expansion School in Narathiwat Province, through the Educational Institution Administration of School Administrators, is at a high level overall and aspects. When considering each aspect, it was discovered that all aspects were at a high level, as shown in the following descending order of mean: course development, measurement and evaluation, resource management and investing in education, teaching management, development, and moral enhancement, and coordination and networking, respectively as shown in Table 1.

Table 1 School administration of school administrators in the Opportunity Expansion School, Narathiwat Province, in overall and each aspect

School administration of educational institution administrators	\bar{X}	S.D.	Interpret
1. Course development	4.26	0.55	High
2. Teaching management	4.16	0.62	High
3. Measurement and evaluation	4.19	0.58	High
4. Development and morale enhancement	4.08	0.69	High
5. Resource management and investing in education	4.17	0.62	High
6. Coordination and networking	4.06	0.65	High
Average total	4.17	0.55	High

2. In Narathiwat Province as a whole, the promotion of students' life skills and careers in schools is at an all-time high, boosting educational opportunities. It was discovered that it was at a high level in every area while considering each component. Categorized the average data in the following order, from greatest to least: Leadership and responsibility, Social skills and cross-cultural learning, Productivity and responsibility, Flexibility and adaptability, and Initiative and self-guiding, respectively, as shown in Table 2.

Table 2 Promoting life skills and careers of students at the Opportunity Expansion School, Narathiwat Province as a whole and in every aspect

Promoting students' life and career skills	\bar{X}	S.D.	Interpret
1. Flexibility and adaptability	4.13	0.57	High
2. Initiative and self-guiding	4.08	0.61	High
3. Social skills and cross-cultural learning	4.29	0.46	High
4. Productivity and responsibility	4.18	0.52	High
5. Leadership and responsibility	4.20	0.51	High
Average total	4.17	0.49	High

3. The administration of educational institute administrators in Narathiwat Province has three variables that affect the promotion of life skills and careers of students in the Opportunity Expansion School, Narathiwat Province: Coordination and networking (Net), measurement and evaluation (Eva), and the development and morale enhancing (Enc). The multiple correlation coefficient is 0.803, and the forecasting error is 0.153. As shown in Table 3, it predict the promotion of life skills and careers of students in schools with increasing educational opportunities by 64.5 percent in Narathiwat Province.

Table 3 Results of stepwise multiple regression analysis of Educational Institution Administration affecting life skills and career promotion of students in the Opportunity Expansion School, Narathiwat Province

Forecast variable	B	Std. Error	β	t	p
1. Coordination and networking (Net)	0.335	0.053	0.444	6.277	0.000***
2. Measurement and evaluation (Eva)	0.207	0.067	0.247	3.070	0.002**
3. Development and morale enhancing (Enc)	0.124	0.055	0.175	2.257	0.025*
Constant	1.444	0.153	-	9.445	0.000***
$R = 0.803$ $R^2 = 0.645$ $p^* \leq 0.05$, $p^{**} \leq 0.01$, $p^{***} \leq 0.001$					

Raw scores and standard scores can be used to build the forecast equation as follows:

$$\hat{Y} = 1.444 + 0.355 (\text{Net}) + 0.207 (\text{Eva}) + 0.124 (\text{Enc})$$

$$\hat{Z} = 0.444 (\text{Net}) + 0.247 (\text{Eva}) + 0.175 (\text{Enc})$$

Conclusions and discussions

The Opportunity Expansion School in Narathiwat Province through Educational Institution Administration of school administrators

Educational Institution Administration of the Opportunity Expansion School in Narathiwat Province was high, both overall and in each aspect. This is consistent with Bunyaso's (2013) research on the role of school administrators in incorporating local knowledge into teaching and learning management. The study found that in primary schools, the Songkhla Primary Educational Service Area Office, Region 2 plays the role of educational institution administrators in implementing local wisdom in teaching and learning management in schools based on teachers' opinions in four areas: curricula measurement and evaluation, resource support, and the creation of learning environments in schools. The results were at a high level in every aspect, both overall and individually. Furthermore, Seehokaew (2015) found that the teaching model for life skills development for secondary school students at the Opportunity Expansion School is documented. The model includes a declaration of principles, theoretical concepts, content structure, standards, indicators, unit learning, teaching activities, and assessment and evaluation, with content consistency and teaching style at the same high level of appropriateness. It is also consistent with Donthanacharoenwat's (2015) research on the role of school administrators in the promotion network group. Educational Management

Group 5, Khlong Luang district, Office of Primary Education Service Area, Pathum Thani district 1, was determined to be efficient, indicating that the school administration as a whole was at a high level.

Boonthongkaew (2020) studied the development of an educational institution administration model to develop professional skills for students in schools under the Surat Thani Primary Educational Service Area Office 2. It was found that, in schools under the Surat Thani Primary Educational Service Area Office Region 2, the administrative conditions of the educational institutions, as a whole, were at a high level in the operational conditions. In order of average, they were administrative work, personnel work, academic work, budget work, and general administration work.

Based on the results of this study and previous research, it can be concluded that executives; who have strong academic management, budgeting, personnel management, and general administration skills, as well as an understanding of the importance of their work in all four areas, are considered the heart of educational institution administration. Decentralized management power, managed with intent and operate independently, flexibility per the needs of the learner's local community educational institutions, including participation from all stakeholders, are essential factors that make educational institutions successful.

Promoting life and career skills of students at the Opportunity Expansion School in Narathiwat Province

The effect of promoting life skills and careers of students in the Opportunity Expansion School in Narathiwat Province is at a high level in both overall and each aspect. This is consistent with the study of Deemee and Lincharoen (2017). It was found that learning skills and innovation of learners based on the 21st century learner assessment concept have the best overall learning and innovation skills. In addition, the learners showed high levels of creativity and innovation in three areas, as defined by the notion of student assessment in the 21st century: creativity and innovation, critical thinking and problem solving, and communication and cooperation. Khosravani et al. (2014) also found an analysis of the impact of Iranian EFL (English as a Foreign Language) textbooks on learners' life skills development in five areas: communication life skills, language skills, social/personal life leadership life skills, critical thinking life skills, and life skills in decision-making. That research tried to look into how English and textbooks might help students prepare for the future. They would be utilized to improve life skills, enrich the lives of learners, and establish educational policies and curricula. The tools used were of quality, accuracy, and confidence value of 0.77. The findings showed that Iranian EFL textbooks improved communication, language, and social/personal life skills, but not significantly in leadership life skills, critical thinking abilities, or decision problem-solving. It was also determined that simply writing a good textbook would not increase students' life skills; rather, the growth of teaching and teacher training have to be addressed as well. It could be seen that in the 21st century, improving student life and professional skills is critical. It is consistent with the study of Wongtatham (2015). The research was studied about Creative Problem-Solving Thinking Skills in the 21st Century. The study was found that

learners' growth in the 21st century differs from that of the previous century, particularly in terms of technological advancements. As a result, educational administration has to shift from a traditional paradigm to a new one that focuses on learners at the center of learning by teaching them how to create independently a body of knowledge. It must encourage students' abilities to tackle complicated problems by focusing on thinking process skills creatively. Learning and innovation skills, such as creativity and innovation, critical thinking and problem solving, communication and collaboration, information, media, and technology skills based on knowledge of information, media knowledge, and technological knowledge, as well as life and career skills, should be prepared for students to enter an increasingly complex world of work. Students would need to develop critical life skills in resilience and adaptability, innovation and independence, socially and socially adept across cultures, and creator/producer to live and work in the current period (productivity), responsible, and dependable (accountability), as well as leadership and accountability.

The result suggested that if at all feasible, school administrators should be aware of shifting trends in the 21st century and focus on the skills that learners should have to promote students with learning qualities of knowledge and the ability to adapt intelligently. They should also have career leadership that allows them to drive their own job and career development, and be able to deliberately monitor their own learning. There should also be a moral component that includes treating others with respect, being honest, and being a valuable citizen.

Administration of educational institute administrators affecting the promotion of life skills and careers of students in the Opportunity Expansion School in Narathiwat Province

The result of this research was found that the most significant impact on the advancement of life skills and careers of students in the Opportunity Expansion School in Narathiwat Province was coordinating and networking. It is consistent with Abhaijai (2017), who studied the model of educational management to promote careers for disadvantaged children in schools in the Royal Initiative Project. The results showed that the administration includes flexibility and stability for school administration, administrators, teachers, school committees, and communities. For each location, it has been adjusted or adapted national education curriculum or standards to be appropriate, considering the needs of children, parents, and the labor market or occupation in the neighborhood. As a result, there is a likelihood that school administrators may enhance educational possibilities to boost students' life skills and careers. It may be challenging to grow learners solely based on an educational institution's capabilities. There are different dangers associated with students graduating from the Opportunity Expansion School in Narathiwat Province due to internal and external influences. Some of them completed Mathayom suksa 3 but did not continue their studies and could not find work. In addition to a lack of life and professional skills, such students lack suitable life rules and are prone to misconduct, which will become a factor in various communal and societal problems. The administrators will assess the students' current conditions, with the needs of parents and the community as a primary concern. As a result, coordination and networking will

encourage all sectors involved in teaching vocations, including educational institutions, businesses, and learning knowledge, to participate in educational management. Therefore, it is critical to encourage life skills and careers for students to build a high quality of life. They would be physically, mentally, and intellectually healthy, resulting in a person of integrity, ethics, and emotional maturity who can deal with changing challenges, world conditions, professional life skills, and have life stability (Chatruprachiwin & Chumphuthep, 2019).

Measurement and evaluation are factors affecting the promotion of life skills and careers of students at the Opportunity Expansion School in Narathiwat Province. In terms of measurement and evaluation, flexibility was suitable for students and real-world assessments, and also emphasizing practical skills assessment and student performance assessment rather than theoretical or knowledge assessments for the local vocational skills, systematic supervision and evaluation planning, regular supervision, and monitoring and assistance. It was consistent with Chochu and Buasuwan (2020, p. 171) research, which was about the role of educational institution administrators in promoting academic administration in Wichuthit schools, Din Daeng District Office, Bangkok. The results showed a study of the Practice of the Roles of Educational Administrators in Promoting Academic Administration in Wichuthit Schools, Din Daeng District Office under Bangkok, due to changing currents. As a result, many countries have to reform the quality of education in preparation for entering the 21st century in to measure and evaluate learning outcomes. Also, the administrators of the educational institutes organized meetings allowed teachers to participate in planning guidelines for measuring and evaluating the actual results with a variety of measurement tools and methods. It also provided opportunities for students to engage with teachers in evaluating teaching and learning activities, collecting reports and, organizing information, and leading to decision-making in selecting techniques and methods of measurement and assessment. Moreover, it is related to teaching and learning management that is suitable for learners' conditions. It is also consistent with the research of Suwannit and Permpol (2017, p. 132) which studied the development of the academic administration model of basic education administrators under the Upper Southern Primary Education Service Area Office. It was found that the process of academic administration in educational institutions was one of measurement and evaluation. If an educational institution had an assessment format that is consistent with its performance, it would provide helpful information through an effective work process through the participation of school personnel. The findings of this study may suggest that the measurement and evaluation of learner quality is a definitive outcome that affects the quality of schools. Therefore, administrators may focus on and create appropriate criteria and systems of measurement, and evaluation based on the life and occupational skills indicators. In addition, results may be measured and assessed in conjunction with other institutions. Thus, allowing measurement and evaluation of all the learners had learned and had an impact could promote life and career skills in terms of considering the outcomes school administrators try to promote on students.

Developing and enhancing morale was a factor that affected the promotion of life skills and careers of students in the Opportunity Expansion School in Narathiwat Province as the last

aspect. In terms of this factor, it was related to the promotion of teacher morale. It was consistent with Davis (1972, pp. 29-30 cited in Panyajiraphong, 2013, pp. 29) that a researcher in human relations on the administration had discussed the key elements, grants, and encouragement. It was found that the critical needs of people in the workforce caused workers to have good morale. This should consist of reasonable security, reasonable working conditions, the opportunity for advancement, being treated with human dignity, freedom in the affairs of the operator-work, socializing and respecting each other. In addition, it was consistent with the study of Khunyabee (2010, pp. 79-81), which studied the morale of the school administrators in the unrest under the Yala Educational Service Area Office. There were proposals for the morale-building of the school administrators during the unrest under the Yala Educational Service Area Office. The study suggested that readiness should be created in buildings, premises, classrooms, materials and equipment that are modern and sufficient to work. Personnel should be encouraged to develop their skills continuously, ensure their physical and property safety, and take extra care of salaries and benefits as exceptional cases. Moreover, it was also consistent with Tahe (2019, p. 387) research which studied about the role of school administrators in building teacher morale among the unrest under the Yala Provincial Primary Education Service Area Office. It was found that the administrators played an essential role in leading the school to be successful. The administrators should focus on policy advocacy or decentralization to operators to drive the work to be effective. Administrators should focus on raising the morale of teachers, encouraging teachers to be motivated, enthusiastic, encouraging teachers to achieve their goals, and making them ready to put in the effort and effort to be total energy to solve problems that happened to the agency, as well as being proud to work in the three southern border provinces

The context research cited above had the same characteristics as the local context of the Opportunity Expansion School in Narathiwat Province. It had been experienced various events that affected the morale of teachers throughout whether it was unrest or the problems related to youth in the area and school students of expanding educational opportunities. Therefore, it was possible that the administration, which focused on developing and enhancing morale, made teachers feel that they were treated with human dignity. For example, there was the opportunity to express their opinions, advancement in performance, compensation that is appropriate for work performance, promotion of a fair performance review, and promote the development of essential skills and knowledge. Therefore, there would be a love relationship with the educational institution, and they had the dedication to work to the fullest potential and willingly.

Recommendations

In a study on educational institution administration that affects the promotion of life skills and careers of students in the Opportunity Expansion School in Narathiwat Province, the researcher has suggestions as a guideline for utilizing the research results as follows:

1. The Opportunity Expansion School in Narathiwat Province requires school administrators to focus on coordination and networking by fostering collaboration among

educational institutions, parents, communities, and academics, village sage, and other agencies, to find common ways to promote students' professional life skills.

2. The school administration should prioritize a range of measurement and evaluation procedures. It may develop a model that assesses students' abilities and attitudes toward future and professional opportunities to develop a learning management strategy that blends life skills and career opportunities with educational institutions.

3. Administrators should concentrate on improving and bolstering the morale of educational employees, particularly teachers. They should be intimate, listen to comments, trust to work, advise and aid in the task, motivate subordinates to advance, honor, and pay adequate remuneration with fair promotion.

4. Educational institute curriculums relevant to promoting students' life skills and occupations should be developed by administrators of the Opportunity Expansion School in Narathiwat Province. It is aligned with the curriculum as mentioned above as well as promotes teaching and learning management.

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