



Administration Management of the Honest School Project in Basic Educational Institutions Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1*

Ntapat Worapongpat

Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism and Education
Eastern Institute of Technology Suvarnabhumi (EITS)

E-mail: Ntapat.W@bkkthon.ac.th ORCID ID: <https://orcid.org/0009-0008-3071-5249>

Chokchai Petnacon

Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism and Education, Eastern Institute of Technology Suvarnabhumi (EITS)

E-mail: dr.thiwat@gmail.com ORCID ID: <https://orcid.org/0009-0008-3071-5249>

Received 27/10/2024

Revised 17/03/2025

Accepted 14/04/2025

Abstract

Background and Aim: The Honest School Project is designed to instill ethical practices and accountability in educational institutions, emphasizing integrity in administrative processes. Implemented within the Phra Chao Tak School Group under Rayong Primary Educational Service Area Office, Area 1, the project aims to promote transparency and ethical values among educators and students. Despite its importance, variations in management approaches by demographic factors such as age and work experience have not been adequately explored. This study seeks to address this gap, examining current administrative practices and determining whether demographic factors influence implementation, ultimately contributing to more effective project policies.

Materials and Methods: A quantitative methodology was employed in this research. Data were collected through structured questionnaires and interviews from 113 teachers involved in the Honest School Project. Participants were selected via simple random sampling, guided by Krejcie and Morgan tables. The questionnaires utilized a five-point Likert scale to evaluate management conditions and project administration effectiveness. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the quantitative data. Content analysis was applied to qualitative interview responses to provide depth and context. Statistical tests were performed at a 0.05 error level to ensure reliability and validity.

Results: The study findings indicate that the overall administration of the Honest School Project in the Phra Chao Tak School Group is rated at the highest level. Teachers perceived management practices as highly effective, aligning with the project's goals of promoting transparency and integrity. Additionally, comparative analysis revealed no statistically significant differences in project administration based on age or work experience, suggesting consistent implementation across demographic groups.

Conclusion: This study demonstrates the effectiveness of the Honest School Project's administration within the Phra Chao Tak School Group. High levels of organizational commitment to the project's goals were observed, with no significant demographic variations influencing management practices. These findings support the project's scalability and underline the importance of maintaining consistent ethical training across diverse educational contexts. The study provides a basis for further research on ethical program impacts in educational institutions and informs strategies for broader adoption.

Keywords: Interdisciplinary Humanities Social Sciences Project Management, Honest Schools, Basic Educational Institutions, Phra Chao Tak School Group

Introduction

The Honest Schools Project was launched to improve morals, ethics, and effective governance within educational institutions as part of national efforts to combat corruption. The development of this initiative was guided by the National Strategy on Prevention and Suppression of Corruption, Phase 2 (2013-2017), which aimed for a Thai society marked by discipline, transparency, moral responsibility, ethical principles, and a collective commitment to fighting corruption. The program seeks to reduce

* **Author's Note.** This article is an English translation of a previously published Thai-language article. The research objectives, methodology, dataset, findings, and conclusions are substantively the same as those reported in the original publication. This translated version is published to enhance the international accessibility and dissemination of the research and is not intended to present new or substantially different research findings. The original publication is: Petnacon, C., & Worapongpat, N. (2024). การบริหารงานโครงการโรงเรียนสุจริตในสถานศึกษาขั้นพื้นฐาน กลุ่มโรงเรียนพระเจ้าตาก สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาของ เขต 1. *Buabundit Journal of Educational Administration*, 24(2), 132–144. <https://so06.tci-thaijo.org/index.php/BUAJEAD/article/view/271438>





corruption and promote improved ethical standards throughout society (Phaosrakhu & Charumetheechon, 2022). This objective is crucial since Thailand achieved a Corruption Perception Index (CPI) score of only 35 percent in 2021, ranking it 110th among 180 countries worldwide (Nitiphan, 2020).

Achieving these goals requires coordinated participation from every segment of society. Organizations and individuals should promote truthfulness, thriftiness, moral integrity, and an assertive opposition to corruption or misconduct. Legislation and administrative directives must concurrently exhibit transparency, appropriateness, efficiency, and proficiency to alleviate inequality while promoting enduring social and institutional advancement (Ballangpattama, 2020; Koyram et al., 2022).

In response to this national initiative, the Rayong Primary Educational Service Area Office 1 required the involvement of all 118 educational establishments within its authority in the Honest Schools Project. Each institution was expected to incorporate project initiatives into student learning and to apply Honest School standards across four principal areas of school governance: academic administration, financial management, human resources management, and general administration (Bunprasom, Chakkru, Akarawit, & Ha Chatturat, 2019). Effective implementation depends on significant cooperation among administrators, instructors, school personnel, students, families, communities, and other relevant stakeholders involved in the schools (Somrit, 2022). Administrative duties must comply with governmental standards, demonstrate transparency, and furnish relevant institutional data for examination and public accountability (Suwan Rin, 2017). This study examines the execution of the Honest School Project at the Phra Chao Tak School Group under the authority of the Rayong Primary Educational Service Area Office, Area 1. It analyzes contemporary management techniques and investigates the relationship between the age and professional experience of respondents and differences in project management. The outcomes are expected to provide significant insights for improving performance, advancing sustainability, and enabling effective implementation in various educational settings.

The study examines the need for practical management guidelines for implementing Honest School programs in elementary educational institutions. This particularly highlights the Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office, Area 1, where the results may assist administrators in planning, organizing, supervising, and continuously improving project implementation. The results generated by the research can enhance the development of management strategies that conform to Honest School standards and are more suited for the operational contexts of the participating institutions. This approach has the potential to improve efficiency, quality, transparency, coordination, and accountability, while laying the groundwork for the continuous development of the Honest School Project.

This study evaluates the implementation of the Honest School Project at primary schools affiliated with the Phra Chao Tak School Group, supervised by the Rayong Primary Educational Service Area Office, Area 1. The results seek to offer practical advice for educational leaders responsible for the creation, implementation, supervision, and improvement of project management. The findings may also inform the creation of effective administrative protocols aligned with Honest School values, so improving quality, transparency, consistency, and long-term sustainability of implementation. Moreover, the proposed recommendations may serve as a standard for ongoing improvement and future development of the Honest School Project in analogous educational institutions. It may also aid administrators in identifying operational objectives, enhancing stakeholder involvement, clarifying accountability measures, and appropriately adjusting project strategies to accommodate the specific requirements, resources, challenges, and expectations of individual schools.

Objectives

1. To study the management conditions of the Honest School Project in basic educational institutions. Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1
2. To study and compare the administration of the Honest School Project in basic educational institutions. Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1, classified by age and work experience



Literature review

The researcher has studied the concepts and theories related to the management standards of honest school projects in educational institutions, namely the 5-factor management theory (POC), POSDCORB management theory, and Linking Pin Function Theory.

Hachaiakun & Khamdit (2022) proposed that management principles should be flexible and adaptable to various situations. He set out 14 principles for executives, emphasizing that administrators should embody both justice and kindness. He also discussed the five principles of management, often referred to as POC, which work together with the 14 principles of management. Likert (1977) stated that organizational management involves teamwork, participation in decision-making, satisfaction with work, and the role of administrators to ensure organizational efficiency. Gulick and Lydall (1973) proposed seven essential management functions: planning, organizing, arranging people for work, giving orders, coordinating, reporting, and budgeting—collectively known as POSDCORB, a crucial duty of executives to manage operations effectively.

In carrying out the project to enhance morality, ethics, and good governance in educational institutions to prevent corruption (under the name Sujarit School), the Rayong Primary Educational Service Area Office 1 has rolled out this initiative to all educational institutions in the area. However, the results are still not clear. This has prompted the researcher to investigate and compare the management of the Honest School Project with the management plan in educational institutions across four divisions to determine outcomes and success images. The aim is to strengthen the morality of students and continue to foster good citizens for society.

Conceptual Framework

From the study of documents and research on the management of the Honest School Project in basic educational institutions. Phra Chao Tak School Group, under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, the researcher has established a conceptual framework for the research as follows.

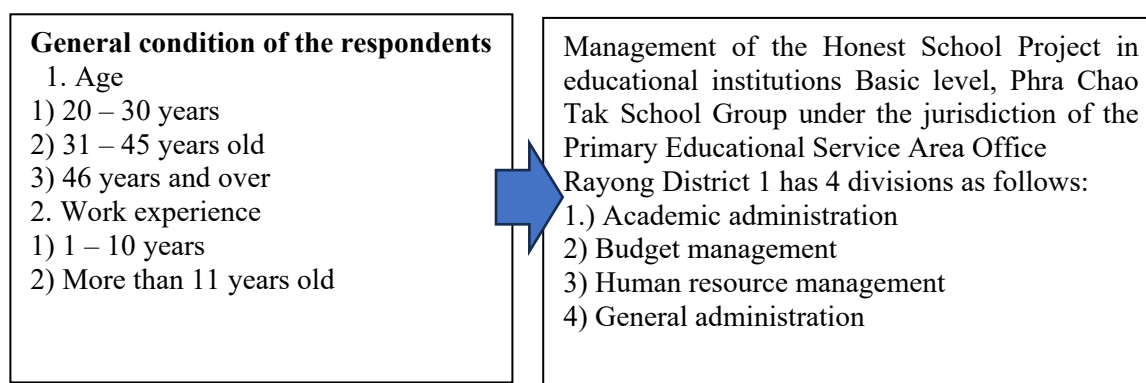


Figure 1 presents the conceptual framework of the research.

Methodology

This study employed a mixed-methods approach that integrates both qualitative and quantitative techniques. The research framework was developed by analyzing principles, concepts, and theories relevant to the administration of essential educational institutions. The study concentrated on four principal administrative areas: academic governance, financial management, human resources administration, and general control. The Honest School Project also included five expected outcomes: 1) cognitive abilities, 2) self-regulation, 3) moral integrity, 4) a lifestyle centered on sufficiency, and 5) civic duty. Additionally, the assessment encompassed five managerial functions under the POC framework: planning, organizing, directing, coordinating, and regulating.



Population and sample

The group consisted of 153 educational leaders and teachers from the Chao Tak Camp School Group associated with the Rayong Primary Educational Service Area Office 1 during the second semester of the 2026 school year.

The group comprised educational leaders and teachers participating in the Honest School Project under the authority of the Rayong Primary Educational Service Area Office, Area 1. The sample size was determined using the Krejcie and Morgan (1970) table. The magnitude of the educational establishment was the criterion for stratification, and 113 persons were selected using stratified random sampling. The quantitative research instrument employed was a questionnaire including primary and secondary inquiries organized into relevant domains to evaluate the administration of the Honest School Project within educational institutions.

The qualitative focus group consisted of five key informants who provided perspectives on the five POC management functions: planning, organizing, commanding, coordinating, and regulating. These persons were integrated in the latter half of the 2026 academic year.

Research instruments

The research tools included a structured interview and a survey. The survey was segmented into three sections. Part 1 gathered demographic data from participants through a checklist that included age and occupational history. Part 2 evaluated the implementation of the Honest School Project at primary schools associated with the Phra Chao Tak School Group, supervised by the Rayong Primary Educational Service Area Office, Area 1. This segment focused on four administrative domains: academic governance, financial management, human resources, and general administration, employing a five-point evaluation framework. Part 3 analyzed the five functions of POC management: strategizing, structuring, directing, synchronizing, and supervising.

The caliber of the questionnaire was assessed by multiple methodologies. The instrument was initially evaluated by the research adviser and thereafter modified according to the provided suggestions. The modified questionnaire was presented to three specialists for evaluation of content alignment via the Index of Item-Objective Congruence (IOC). Regarding the methods outlined by Luan Saiyot and Angkana Saiyot (Year), the IOC values spanned from 0.80 to 1.00. Initially, the instrument underwent testing with 30 people who were excluded from the primary sample. The values for item discrimination varied between 0.25 and 0.75. The dependability of the questionnaire was evaluated by Cronbach's method (1951, as referenced in Srisa-at, 2015), yielding a reliability coefficient of 0.92.

Data collection

Data were collected from both primary and secondary sources. Primary data were obtained through in-depth interviews with the target group and through questionnaire administration. Secondary data were collected through documentary research, including books, textbooks, academic documents, research reports, and relevant electronic sources.

Data analysis

The data analysis consisted of two components. Qualitative data obtained from in-depth interviews and documentary sources were analyzed using content analysis. Quantitative data collected through the questionnaires were analyzed using statistical software.

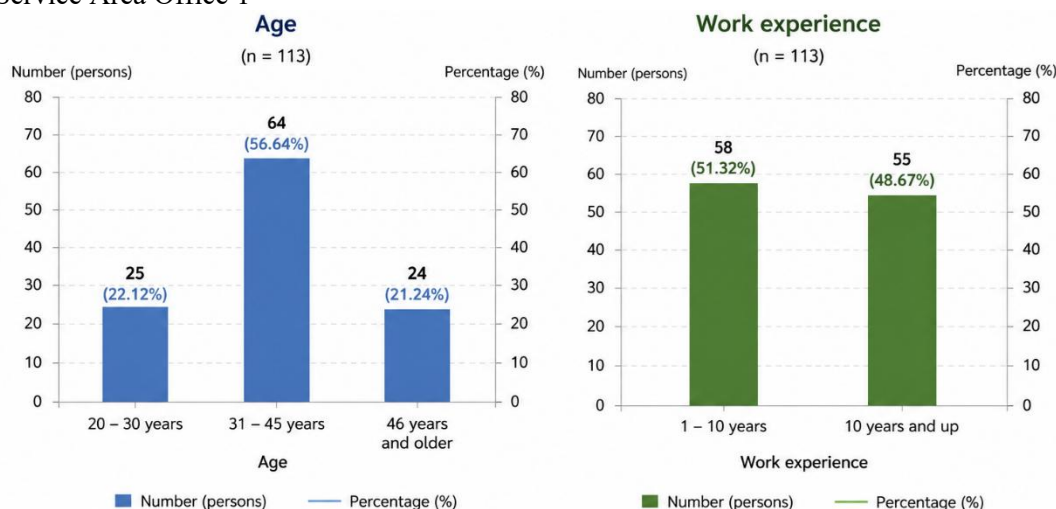
Statistical analysis

Descriptive statistics were used to analyze the quantitative data, including percentages, means, and standard deviation. Comparative statistical analysis was also conducted to examine differences in the administration of the Honest School Project according to respondents' age and work experience.

Results

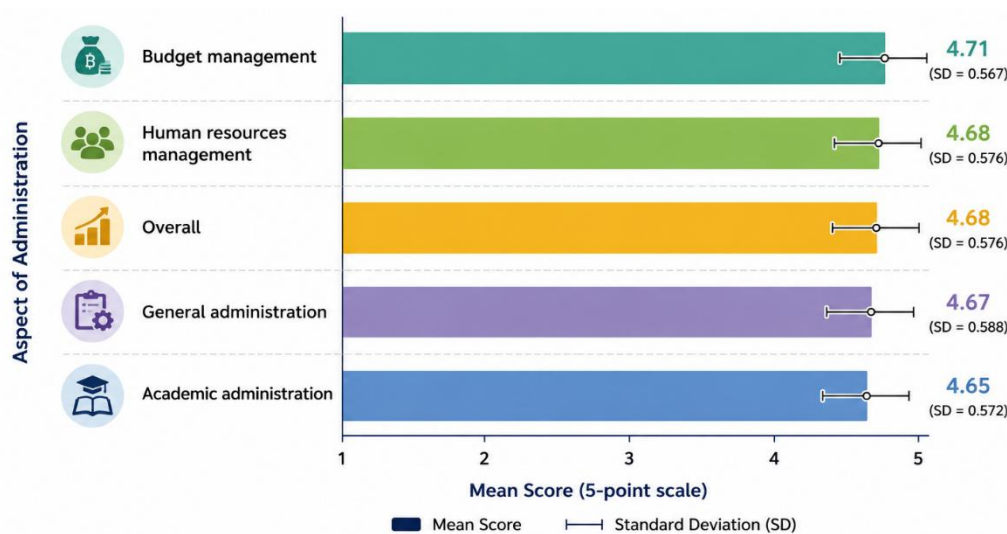
Objective 1 : The research found that the administration of the Honest School Project in basic educational institutions of the Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office, Area 1, is at the highest level.

Graph1 shows the Number and percentage of the general status of educational institution administrators and teachers of the Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office 1



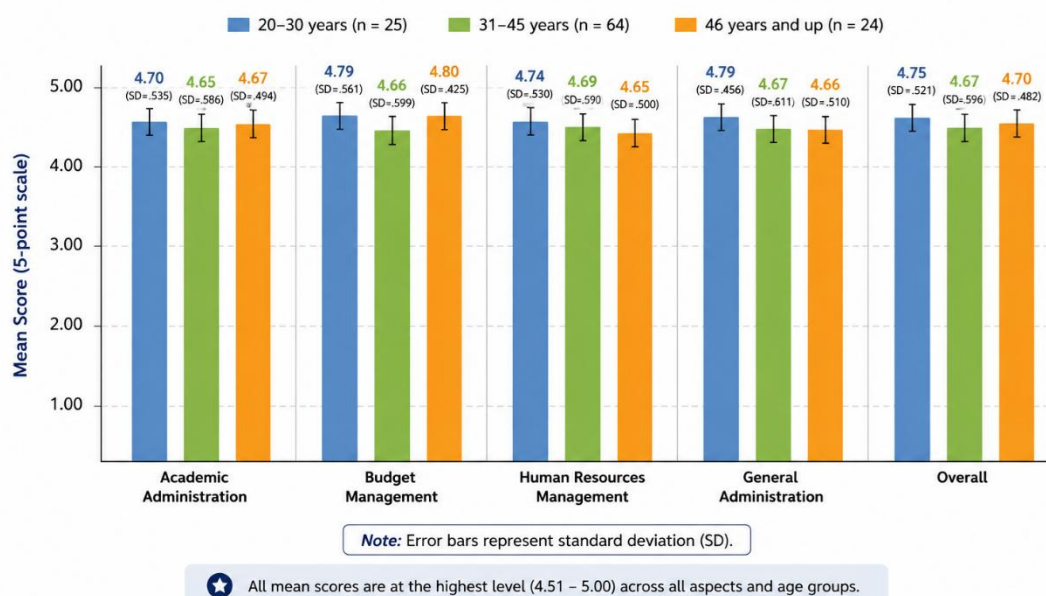
Note: Percentages may not total 100 due to rounding.

Graph 2: Mean and standard deviation of the administration of the Honest School Project in basic educational institutions. Phra Chao Tak School Group under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, overall and each aspect.

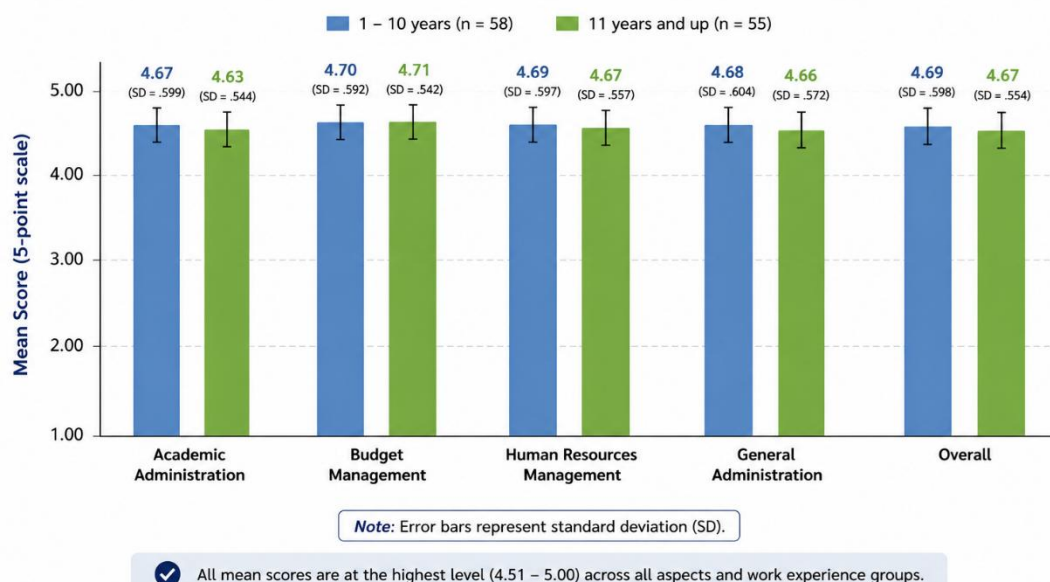


Objective 2: The research results found that the Overall age range in academics, budget, personnel, and general administration is no different. Work experience: overall academic aspect, budget aspect, personnel aspect, general administration aspect. no different

Graph 3 shows a comparison of the management levels of the Honest School Project in basic educational institutions. Phra Chao Tak School Group, under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, is classified according to the age of the respondents.



Graph 4 shows a comparison of the administration of the Honest School Project in basic educational institutions. Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office, Area 1, classified by work experience



Conclusion

The findings revealed that the thorough administration of the Honest School Project within primary schools of the Phra Chao Tak School Group, overseen by the Rayong Primary Educational Service Area Office, Area 1, had the highest assessment ($M = 4.68$, $SD = 0.576$). Among the four administrative dimensions, budget management earned the highest mean score ($M = 4.71$, $SD = 0.567$), followed by human resources management ($M = 4.68$, $SD = 0.576$), general administration ($M = 4.67$, $SD = 0.588$), and academic administration ($M = 4.65$, $SD = 0.572$). The findings indicate that each



element of the Honest School Project was implemented adeptly, showcasing remarkable organizational competence among the participating schools.

The comparative analysis demonstrated that individuals from various age groups and professional backgrounds viewed the execution of the Honest School Project with high commendation. Individuals aged 20 to 30 years exhibited the highest total mean score, followed by those aged 46 years and above, and subsequently by those aged 31 to 45 years; nevertheless, the differences were not statistically significant. In a similar vein, no statistically significant disparities were noted between individuals with 1–10 years of experience and those with 11 years or more across the four administrative sectors—academic administration, budget management, human resources management, and general administration—or in overall administration. The findings suggest that opinions of the project's administration were consistent regardless of the respondents' age or professional experience.

Discussion

The results of research goal 1 demonstrated that the administrative circumstances of the Honest School Project in primary educational establishments, specifically within the Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office, Area 1, were at an exemplary standard. The education sector has energetically advanced the Honest Schools Project, with every institution implementing the initiative across all four departments, bolstered by ongoing supervision and evaluation from the education sector. This may be ascribed to the project's focus on cultivating morality and ethics among students. The program includes the structuring of work, educational management, and student assessment, all intricately integrated into the process. It also includes an evaluation and a strategic development plan. The environment at educational institutions fosters learning, providing opportunities for faculty engagement and improving knowledge, understanding, and operational insight. A comprehensive summary and report elucidating the results of the activities in alignment with the five characteristics of Sujarit School, which are exact and correct. The distribution of resources is carried out according to the plan, with a designated person responsible for each project/task. The monetary assets are distributed in accordance with the objectives, guaranteeing clarity and responsibility while adhering to regulatory mandates. Duties are performed in accordance with laws, regulations, and civil service standards. Collaboration is carried out with commitment and preparedness from both the educational establishment and the community. This aligns with the findings of Maenmek (2022), who investigated strategies for mitigating corruption in educational institutions while improving educational opportunities in the Surat Thani Primary Educational Service Area Office, District 1. Maenmek's study highlighted the importance of designing educational initiatives that promote the development of integrity among pupils. The program, aimed at improving ethical practices and efficient management inside educational institutions, seeks to foster exemplary student behavior. The results from research objective 2 demonstrated that an examination of the execution of the Honest School Projects in primary schools, specifically within the Phra Chao Tak School Group overseen by the Rayong Primary Educational Service Area Office, Area 1, classified by educators' age and professional tenure, showed no differences in the comprehensive academic, financial, staffing, and administrative aspects. This finding corresponds with the study by Soodyod et al (2022), which examined management strategies rooted in the principles of good governance within educational establishments under the Primary Education Service Area Office, Kanchanaburi District 4. No significant differences were detected in governance practices concerning teacher characteristics. This may be ascribed to the collaborative endeavors of all educational institutions in promoting the Honest Schools Project, in alignment with the mandates of the Rayong Primary Educational Service Area Office, Area 1. As a result, every educational institution, directed by teachers, has gained knowledge

and understanding regarding the execution of the Honest Schools Project within their organization. The program is implemented throughout four operational divisions, with continuous monitoring, evaluation, and review from the educational sector. This aligns with the findings of Udchai et al. (2020), who evaluated the Honest School Project at Wat Wetwanthon Ramawas School. Their inquiry produced similar results about the implementation and evaluation of the project. Furthermore, Tasarot & Phrakhruvichitpanyaphorn (2021) examined the ethical leadership of administrators at educational institutions overseen by the Secondary Educational Service Area Office, Area 24. Their study demonstrated that the overall benchmark of ethical leadership was heightened, with personal ethics, professional responsibilities, peer relations, and work effectiveness ranked from highest to lowest. Furthermore, no significant differences were detected in the ethical leadership of administrators when evaluated by gender, age, educational qualifications, and professional background. Their research suggested that educational leaders should prioritize equity, accountability, collaboration, transparency, and decentralization in governance, utilizing a systematic approach to problem-solving.

Knowledge Contribution

From the study of Administration Management of the Honest School Project in Basic Educational Institutions Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1, found knowledge that can be summarized into a diagram.

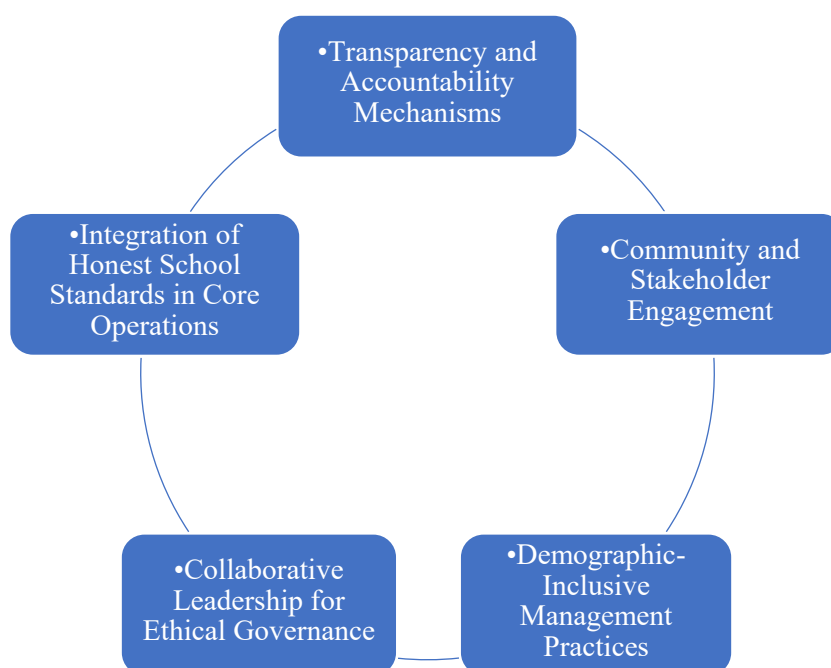


Figure 2: Administration Management of the Honest School Project in Basic Educational Institutions Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1

The findings of this study advance the field of educational administration by presenting an Honest School Administration Model designed for the effective implementation of the Honest School Project in primary education institutions. The paradigm emphasizes the necessity of cooperative leadership in ethical governance, wherein school leaders promote transparency, fairness, responsibility, and integrity via inclusive management that involves teachers, staff, students, parents, and the wider community. It additionally encourages the integration of Honest School standards within the four essential areas of school governance: academic administration, budget management, human resource oversight, and general administration, to ensure that ethical values are embedded in organizational practices.



Furthermore, the findings indicate that neither age nor professional experience significantly influences project management, suggesting that the proposed approach is applicable across diverse demographic groups and organizational contexts. Moreover, the methodology emphasizes the importance of community and stakeholder engagement in improving project sustainability and fostering a culture of shared responsibility. Ultimately, it underscores the imperative for transparent and accountable management frameworks, which include systematic planning, monitoring, evaluation, reporting, and continuous improvement, to ensure the successful implementation and lasting effectiveness of the Honest School Project in educational institutions.

Recommendation

1. Schools should study their conditions and context. Then apply the guidelines of the Honest Schools Project in educational institutions and apply them appropriately.

2. Educational areas should encourage schools to apply management guidelines so that schools can manage and develop themselves to their fullest potential. Leads to administration to achieve the goals of the Honest School Project. It will affect the students efficiently and effectively.

Suggestions for next research

1. Research should be done to develop an honest school project for families and communities.

2. Should research the management model according to honest school standards. Classified according to the size of the educational institution. This is because each size of educational institution has different administrative factors. There is comparative research on management according to honest school standards between small, medium, large, and extra-large educational institutions.

References

- Ballangpattama, T. (2020). *A moral school management model for school administrators under the Primary Educational Service Area Office* [Doctoral dissertation, Mahamakut Buddhist University].
- Boonprasom, W., Vicha-akarawit, J., & Hachatturat, S. (2019). Development of organizing activities for the Honest School Project at Ban Tung Loi School, Omkoi District, Chiang Mai Province. *Journal of the Educational Administration Professional Development Association of Thailand*, 1(1), 1–12. <https://so04.tci-thaijo.org/index.php/JAPDEAT/article/view/250790>
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>
- Gulick, L., & Urwick, L. (Eds.). (1937). *Papers on the science of administration*. Institute of Public Administration.
- Hachaikun, P., & Khamdit, S. (2022). The guideline development for the standard of upright school administration under the Secondary Educational Service Area Office, Roi Et. *Journal of Buddhist Philosophy Wiwat*, 6(1), 191–203. <https://ojs.mbu.ac.th/index.php/jbpe/article/view/1826>
- Koyram, J., Singsuksawas, P., Buttajarn, P., Chimpalee, P., & Cheurjit, W. (2022). Performance of duties according to the principles of good governance and honesty of the school administrators. *Journal of Humanities and Social Sciences Nakhon Pathom Rajabhat University*, 12(2), 79–88. <https://so07.tci-thaijo.org/index.php/HUSO-J/article/view/716>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Likert, R. (1967). *The human organization: Its management and value*. McGraw-Hill.
- Maenmek, C. (2022). A model for preventing corruption in schools of opportunity expansion schools under Surat Thani Primary Educational Service Area Office 1. *Dhammathas Academic Journal*, 22(3), 41–50. <https://so06.tci-thaijo.org/index.php/dhammathas/article/view/253303>
- Nitiphan, W. (2020). Upright school administration model of administrators of primary educational institutions under the Office of the Basic Education Commission. *Journal of MCU Pali Suksa Buddhakos Review*, 6(2), 84–98.





- Phaosrakhu, S., & Charumetheechon, A. (2022). Evaluation of the Honest School Project of Sa Khut Dong Samran Wittaya School under the Surin Primary Educational Service Area Office 2. *Vanam Dongrak Buddhist Journal*, 9(1), 1–16. https://so06.tci-thaijo.org/index.php/Vanam_434/article/view/254387
- Somrit, S. (2022). Upright school project “Srang Kan Dee Company” of Phiangluang 16 School under the Chiangrai Primary Educational Service Area Office 4. *Journal of Buddhist Anthropology*, 7(9), 248–265. <https://so04.tci-thaijo.org/index.php/JSBA/article/view/260697>
- Soodyod, N., Pumklom, M., & Ruamchomrat, P. (2022). Good governance management in opportunity expansion schools under Kanchanaburi Educational Service Area Office 4. *Journal of Roi Kaensarn Academi*, 7(1), 187–205. <https://so02.tci-thaijo.org/index.php/JRKSA/article/view/251918>
- Srisa-at, B. (2015). *Basics of educational research* (7th ed.). Taksila Printing.
- Suwan Rin, S. (2017, March). Study of the level of values in preventing corruption among personnel in educational institutions under the Udon Thani Provincial Administrative Organization. In *Proceedings of the National and International Conference* (Vol. 1, No. 8, pp. 2648–2655).
- Tasarot, S., & Phrakhruvichitpanyaphorn. (2021). Ethical leadership of school administrators under Secondary Educational Service Area Office 24. *MBU Roi Et Journal of Global Education Review*, 1(2), 13–24. <https://ojs.mbu.ac.th/index.php/RJGE/article/download/1416/989>
- Udchai, S., Lapnachokdee, W., & Chairattanawan, K. (2020). Evaluation of the Honest School Project at Wat Wetwanthon Ramawas School. *Journal of Education Rajabhat Maha Sarakham University*, 17(2), 209–224. <https://dspace.spu.ac.th/handle/123456789/7296>

