



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>

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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 based on demographics 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 project to enhance morality, ethics, and good governance in educational institutions to prevent corruption under the name Honest Schools arose because the National Strategy on Prevention and Suppression of Corruption, Phase 2 (2013-2017), sets out the vision that Thai society is disciplined, transparent, and adheres to morality, ethics, and the joint protection and suppression of corruption. The main goal is to reduce corruption problems (Sa Khu & Charu Methee Chon, 2022). In Thai society, this aims to raise moral standards and ethics, with the Corruption Perception Index (CPI) of Thailand in 2021 being a transparency score of only 35 percent, ranking 110th out of 180 countries (Wit Nitiphan, 2020).

Every sector in society must work together to inculcate values such as honesty, thrift, and creating awareness of refusing to accept corruption and misconduct completely. Additionally, the law must be





clear and effective to reduce inequality and facilitate development (Ballangpattama, 2020; Koyram et al., 2022).

The Rayong Primary Educational Service Area Office 1 has designated all 118 educational institutions under its jurisdiction to participate in the Honest Schools Project by requiring all educational institutions to apply the activities under the Honest Schools Project in conducting learning activities for students and using honest school standards to apply in the administration of educational institutions according to the scope and mission of the administration of educational institutions, which include four work groups: academic administration, budget management, personnel management, and general administration (Bunprasom, Chakkru, Akarawit, & Ha Chatturat, 2019). A study of the problem found that the management of the Honest School Project of schools under the Rayong Primary Educational Service Area Office 1 will be successful, requiring cooperation in operations, including administrators, teachers, school personnel, students, and communities in the administration of participating schools (Somrit, 2022). There must be an administration that adheres to government regulations, is transparent, and can openly disclose administrative information (Suwan Rin, 2017). This study explores the administration of the Honest School Project in the Phra Chao Tak School Group, under the Rayong Primary Educational Service Area Office, Area 1. It examines the management practices and investigates whether demographic factors, such as age and work experience, influence project administration. The findings will contribute valuable insights into enhancing the project's sustainability and ensuring its successful implementation across diverse educational contexts.

The researcher is interested in studying the development of management guidelines for honest school projects in basic educational institutions. Phra Chao Tak School Group Under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, the results of this study will be used as guidelines for administrators to use as guidelines for planning and developing management guidelines. Operating honest schools to have more quality The findings from the research will help in developing management guidelines by the standards of Honest Schools, Camp Phra Chao Tak School Group, under the Rayong Primary Educational Service Area Office 1, to be more efficient. It can be used as a guideline for further development of the Honest School Project.

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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.

Chanok and Wakam Dit (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.

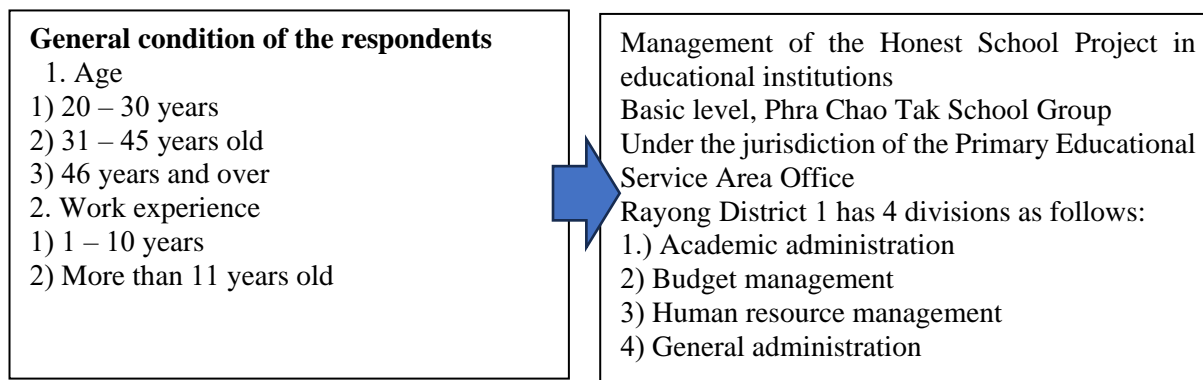


Figure 1 presents the conceptual framework of the research.

Methodology

This research is research that combines qualitative and quantitative research (Mixed Methods) / qualitative (Qualitative Research). / Quantitative (Quantitative Research) The research method is as follows. The researcher has studied principles, concepts, and theories related to basic educational institution administration. It consists of 5 areas of work: academics, budget, personnel, and general administration. Results and pictures of success in the implementation of the honest school project in 5 areas 1) thinking process skills 2) discipline 3) honesty 4) living in sufficiency 5) having public spirit. 5 factors management (POC) consists of planning, organization, command, coordination, control

1. Population and sample groups in the research include:



1.1 Population includes the population, educational institution administrators, and teachers of the Chao Tak Camp School Group Under the jurisdiction of the Rayong Primary Educational Service Area Office 1, a total of 153 people, semester 2, academic year 202 6

1.2 The sample group includes educational institution administrators and teachers who participate in the Honest School Project in educational institutions. Under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, by determining the number of samples. Using the table of (Krejcie and Morgan,1970) the size of educational institutions as a stratification. Classified into 113 teachers using the stratified random sampling method. The research tools were 1 type: 1) Questionnaire, a form that included a set of main questions and sub-questions for each category that were combined into topics. same To be a question for writing a dissertation on the administration of the Honest School Project in educational institutions, divided into 2 parts.

The Target group includes 5 informants analyzing 5 factors of management (POC) consisting of planning, organization, command, coordination, and control. Semester 2, academic year 202 6, number of 5 people

2. Research tools include 1) interview form (Interview) 2) questionnaire (Questionnaire) 3) others. Quantitative sample: Questionnaire (Questionnaire) consists of part 1, a questionnaire regarding the status of the respondent. It is a checklist form consisting of questions in two areas: age and work experience. Part 2 is a questionnaire regarding 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, it consists of 4 areas of work: academics, budget, personnel, and general administration. It is a rating scale (Rating Scale) of 5 levels and part 3 is the analysis of 5 management factors (POC) consisting of planning, organization, command and control, coordination, control, as well as the researcher. The questionnaire was taken to determine the quality of the tool, including 1) taking the questionnaire to meet with a consultant and proceeding with improvements and corrections according to the recommendations. 2) taking the revised questionnaire and presenting it to 3 experts to check the consistency of the content by finding Value of consistency In the study of objective with questions (Index of Item-Objective Congruence: IOC), Luan Saiyot and Angkana Saiyot (Year) found that the IOC value was between 0.80 - 1.00. Furthermore, the tool was tested with a non-sample population of 30 sets, where the evaluation results had discriminatory power ranging from 0.25 to 0.75. The reliability of the questionnaire was then tested using Cronbach's method (1951, as cited in Srisa-at, 2015), and the evaluation results showed a confidence value of 0.92.

3. Data collection includes collecting data from 1) primary data (Primary Data) is data obtained from in-depth interviews with the target group and using questionnaires. 2) Secondary data (Secondary Data) is information obtained from collecting information from various documents (Document Research) such as books, textbooks, academic documents, research, and related electronic media, etc.

4. Data analysis includes data analysis divided into 2 parts: 1) qualitative data analysis By using the information obtained from In-depth interviews with target groups and collecting data and documents for content analysis (Content Analysis) 2) Quantitative data analysis By taking the data obtained from the distribution of questionnaires and analyzing them using statistical programs.

5. Statistics used in the research include a ready-made descriptive statistics program consisting of percentage (Percentage) and mean (Mean). Standard deviation (Standard Deviation) and comparison





Results

Objective 1 The results of the research found that the condition 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 is at the highest level.

Table 1 shows the Number and percentage of general status of educational institution administrators and teachers of the Chao Tak Camp School Group Under the Rayong Primary Educational Service Area Office 1

(n= 113)

Personal characteristics of respondents	quantity	percentage
age		
20 – 30 years	25	22.12
31 – 45 years	64	56.64
46 years and older	24	21.24
Work experience		
1 – 10 years	58	51.32
10 years and up	55	48.67

Table 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.

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	\bar{X}	SD	level
Academic	4.65	.572	the most
Budget side	4.71	.567	the most
Human resources	4.68	.576	the most
General administration	4.67	.588	the most
together	4.68	.576	the most

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



Table 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, classified according to the age of the respondents.

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	age					
	20-30		31-45		46 and up	
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Academic	4.70	.535	4.65	.586	4.67	.494
Budget side	4.79	.561	4.66	.599	4.80	.425
Human resources	4.74	.530	4.69	.59	4.65	.500
General administration	4.79	.456	4.67	.611	4.66	.510
together	4.75	.521	4.67	.596	4.70	.482

Table 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

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	Work experience			
	1 – 10 years		11 years and up	
	\bar{X}	SD	\bar{X}	SD
Academic	4.67	.599	4.63	.544
Budget side	4.70	.592	4.71	.542
Human resources	4.69	.597	4.67	.557
General administration	4.68	.604	4.66	.572
together	4.69	.598	4.67	.554

Summary of research results

1 Results of the study regarding 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 Overall It is at the highest level, with the area with the highest average being the budget area. The side with the second highest average is the personnel side. The side with the third highest average is the general administration side. And the area with the lowest average is academics.

2 Comparative results 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, classified by age group. When considering, it was found that at the highest level, The age group with the highest average is 20 - 30 years old, the second most average age group is 46 years old and above, and the age group with the lowest average is age, respectively. Overall age range in academics, budget, personnel, and general administration no different Work experience Overall academic aspect, budget aspect, personnel aspect, general administration aspect. no different



Discussion

The results of research objective 1 found that the management conditions of the Honest School Project in basic educational institutions, specifically within the Phra Chao Tak School Group under the Rayong Primary Educational Service Area Office, Area 1, were at the highest level. This is because the education area has actively driven the Honest Schools Project, with every school implementing the project across all 4 departments, accompanied by regular supervision and follow-up from the education area. This may be due to the project's focus on promoting morality and ethics for students. The project includes work planning, learning management, and student analysis, all integrated into the process. It also involves a survey and development plan. The environment in educational institutions is conducive to learning, providing opportunities for school personnel to participate and fostering knowledge, understanding, and awareness of operations. There is a summary and report of the results of the activities according to the 5 characteristics of Sujarit School, which are accurate and correct. The budget is disbursed according to the plan, with a designated person responsible for each project/activity. The budget is spent according to the objectives with transparency and accountability, adhering to government regulations. Duties are performed in accordance with laws, regulations, and civil service ethics. Collaboration is carried out with sacrifice and willingness from both the school and community. This aligns with the findings of Maenmek (2022), who discussed models for preventing corruption in educational institutions while expanding educational opportunities in the Surat Thani Primary Educational Service Area Office, District 1. Maenmek's study highlighted the importance of organizing learning activities that promote the development of honest behavior in students. The project, aimed at strengthening morality and good governance in educational institutions, seeks to develop positive student behavior.

The results of research objective 2 found that comparing the administration of the Honest School Projects in basic educational institutions, specifically within the Phra Chao Tak School Group under the jurisdiction of the Rayong Primary Educational Service Area Office, Area 1, classified according to teachers' age and work experience, there was no difference across the overall academic aspect, budget aspect, personnel aspect, and general administration aspect. This finding is in line with Nittaya et al (2022), who examined management according to the principles of good governance in educational institutions under the Primary Education Service Area Office, Kanchanaburi District 4. They found no significant differences in the governance practices based on teacher characteristics.

This may be due to the fact that all schools have collaborated to drive the Honest Schools Project, following the policies of the Rayong Primary Educational Service Area Office, Area 1. As a result, every school, under the supervision of teachers, has gained knowledge and understanding of how to operate according to the Honest Schools Project and apply it within the educational institution. The project is implemented across 4 divisions of work, with continuous supervision, monitoring, and evaluation from the educational area. This aligns with the findings of Suphap et al (2020), who evaluated the Honest School Project at Wat Wetwanthon Ramawas School. Their research found similar results regarding the implementation and evaluation of the project. Further, Suthiphong et al (2021) examined the ethical leadership of administrators in educational institutions under the Secondary Educational Service Area Office, Area 24. Their study found that the overall level of ethical leadership was high, with ethics towards oneself, work responsibilities, co-workers, and work performance ranked from highest to lowest. Additionally, no significant differences were found when comparing the ethical leadership of administrators based on gender, age, educational level, and work experience. Their research suggested that educational administrators should prioritize fairness, responsibility, teamwork, transparency, and decentralization in administration, with a systematic approach to problem-solving.

Knowledge Contribution

From the study of Administration 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.



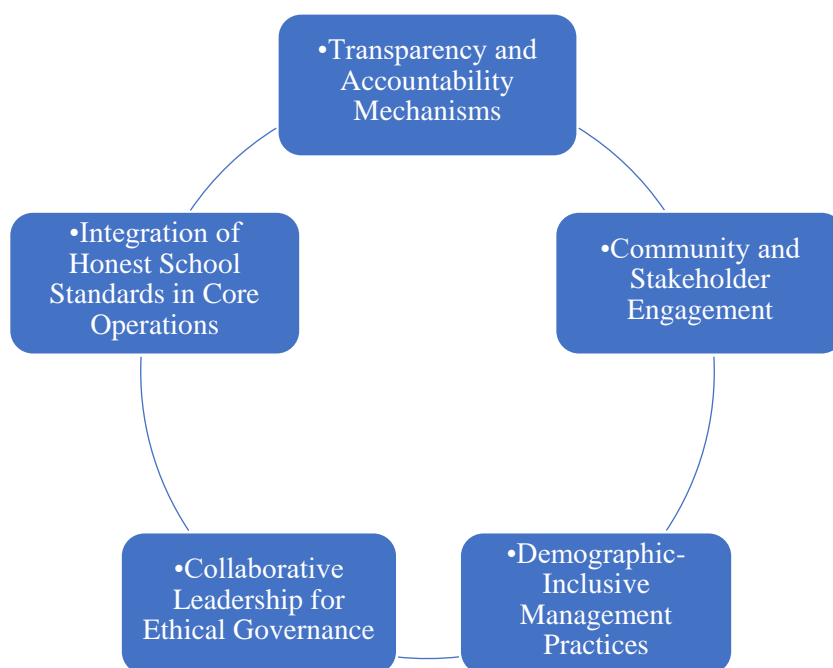


Figure 2: Administration Management of the Honest School Project in Basic Educational Institutions Phra Chao Tak School Group Under the Rayong Primary Educational Service Area Office, Area 1

- The findings of this study contribute new knowledge to the field of educational administration and project implementation within the context of fostering ethical practices in schools. Based on the synthesized results, a conceptual "Honest School Administration Model" has been developed, encompassing the following key components:
- Collaborative Leadership for Ethical Governance
- School administrators must lead with transparency, fairness, and a commitment to ethical practices. This includes promoting a culture of integrity through participatory management that involves teachers, staff, students, and the wider community.
- Integration of Honest School Standards in Core Operations
- The model emphasizes incorporating the Honest School Project's standards into four main areas of school administration: Academic Administration: Developing curricula and activities that instill ethical values in students. Budget Management: Ensuring transparency and accountability in financial transactions. Personnel Management: Upholding ethical standards in recruitment, development, and evaluations. General Administration: Operating with openness, accessibility, and fairness in decision-making.
- Demographic-Inclusive Management Practices
- The study reveals that age and work experience do not significantly affect the administration of the Honest School Project. This indicates that the model is universally applicable across different demographic groups, ensuring consistency and inclusivity.
- Community and Stakeholder Engagement
- Building partnerships with parents, local organizations, and stakeholders fosters a supportive environment for the project, enhancing its sustainability and impact.
- Transparency and Accountability Mechanisms
- The model highlights the importance of clear and efficient mechanisms for reporting, monitoring, and evaluating the implementation of the Honest School Project. This includes openly sharing progress and challenges with all stakeholders.

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.

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