

## Academic Administration of the Opportunity Expansion School under the Prachinburi Primary Educational Service Area Office 1

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Received 28/10/2024

Revised 21/07/2025

Accepted 27/07/2025

### Abstract

**Background and Aim:** Ensuring equitable access to quality education is a fundamental goal in educational development. Opportunity Expansion Schools under the Prachinburi Primary Educational Service Area Office 1 were established to improve educational access and outcomes in underserved areas. This study aimed to (1) assess the level of academic administration in these schools and (2) investigate the influence of personal factors—gender, age, educational attainment, and work experience on academic administration practices. The findings aim to inform policy and management strategies to enhance school effectiveness.

**Materials and Methods:** A quantitative research design was employed involving educational administrators and teachers from Opportunity Expansion Schools in Prachinburi Province during the 2023 academic year. Using Taro Yamane's formula, a sample of 280 participants was selected through stratified random sampling to represent diverse demographics. Data were collected via a validated questionnaire and analyzed using descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics.

**Results:** Overall, academic administration was rated high across teaching and learning management, curriculum development, assessment and evaluation, and development of learning resources. However, internal quality assurance and compliance with educational standards were rated moderate, indicating areas requiring improvement. Personal factors did not significantly influence academic administration, with no statistically significant differences at the 0.01 level.

**Conclusion:** Academic administration in Opportunity Expansion Schools demonstrates considerable strength but requires targeted improvements in quality assurance and standards adherence. Since demographic variables do not significantly affect administrative practices, efforts should prioritize institutional policies and systemic enhancements. These findings provide actionable insights for educational leaders and policymakers to refine academic administration frameworks to better meet student needs.

**Keywords:** Academic administration; Opportunity Expansion Schools; Educational management; Prachinburi

### Introduction

In the present day, education plays a pivotal role in equipping individuals to thrive within an increasingly information-driven society. As educational dynamics continue to shift frequently, these changes impact the internal structure and overall performance of schools, often contributing to relatively low academic achievement as reflected by standardized assessments, such as the NTRT scores (Praises





King, 2017). Consequently, educational management agencies need to play an active role in supporting and guiding schools toward improved academic outcomes.

A recent assessment conducted by the Office for Educational Standards and Quality Assessment (Public Organization) revealed that the majority of Thai students scored below standard benchmarks in national exams. For example, the Basic National Test (O-NET) scores, measured through standardized assessments, averaged below 50 percent nationwide. Moreover, findings from the PISA assessment highlighted that approximately 74 percent of Thai students struggle with reading comprehension and accurate interpretation, signaling a decline in academic quality and inadequate knowledge levels within the Thai education system. These issues are attributed to deficiencies in knowledge transfer processes and limited support for effective learning environments, including the lack of modern information technology and a conducive learning atmosphere (Paowongsakul & Wannawet, 2023).

The Opportunity Expansion Schools in Prachinburi Province, supervised by the Primary Educational Service Area Office 1, are responsible for providing quality education in the region. Analysis of both the internal and external organizational environments indicates that, while there are supportive elements for educational work, challenges remain in effective communication, budget constraints for acquiring and maintaining instructional media and equipment, and inefficiencies in management. Despite support from both public and private sectors, as well as the local community, these challenges hinder the full potential of educational institutions (Imkadee et al, 2023; Krachangdee & TantraNon, 2019).

From this information, it becomes evident that Opportunity Expansion Schools in Prachinburi Province under the Primary Educational Service Area Office 1 face substantial operational challenges that impact their overall success. To address these issues, it is necessary to study and assess the efficiency of school administration across five key areas: (1) teaching and learning management, (2) curriculum development, (3) assessment, evaluation, and academic results transfer, (4) internal quality assurance and educational standards, and (5) the development and promotion of learning resources (PhuangRaya & Inthut Sut, 2021). Furthermore, research into the development and management guidelines for these schools is essential for enhancing their administrative effectiveness (Sangsawang et al, 2023).

In summary, the evidence indicates that Opportunity Expansion Schools under the Prachinburi Primary Educational Service Area Office 1 continue to face critical challenges in their academic administration, particularly in the areas of internal quality assurance, educational standards, and the provision of adequate learning resources. Despite efforts and support from relevant agencies and communities, persistent issues such as ineffective management practices, insufficient instructional materials, limited use of modern technology, and inadequate teaching and learning environments have impeded these schools from achieving their full potential in delivering quality education. These problems underscore the urgent need to systematically assess the current state of academic administration and examine the factors influencing its effectiveness, to formulate data-driven strategies that strengthen institutional capacity and enhance educational outcomes in line with national benchmarks.

## Objectives

1. To examine the level of academic administration in Expanded Opportunity Schools in Prachinburi Province under the Primary Educational Service Area Office 1.
2. To analyze and compare the academic administration of Expanded Opportunity Schools in Prachinburi Province under the Primary Educational Service Area Office 1, categorized by personal factors.

## Literature review

### The Role of Educational Institution Administrators

Section 39 of the National Education Act of 1999 emphasizes the critical role of educational institution administrators in implementing decentralized school management across four domains: academic administration, budget management, personnel management, and general administration. Duang (2016) elaborates on these responsibilities in line with the evolving structure of educational careers. In





academic administration, administrators are responsible for designing and coordinating independent, efficient academic activities responsive to student needs, including curriculum development, teaching innovations, and quality assurance. Budget management entails transparent and outcome-oriented processes in budgeting, accounting, and resource allocation. Human resource management focuses on staff development, maintaining discipline, workforce planning, and promoting career advancement to align with institutional goals. General administration covers system organization and inter-agency collaboration to ensure optimal institutional performance while fostering inclusive participation.

### **Academic Administration**

Academic administration constitutes a fundamental function of educational leaders and directly influences institutional success. It encompasses curriculum implementation, teaching quality improvement, educational resource utilization, evaluation processes, and the integration of technological innovations in teaching and learning. Effective academic administration aims to support instructional efforts, foster collaboration among teachers, and uphold academic standards that drive institutional performance. According to Saythipachai et al (2023), small schools in Nakhon Ratchasima demonstrate that well-defined academic administrative guidelines contribute significantly to improving teaching quality and student achievement.

### **Educational Administration**

Educational administration broadly refers to the management of processes ensuring students access quality educational services. Educational administration is a structured process aimed at achieving institutional goals through strategic leadership. It typically includes five key functions: decision-making, organizing, communicating, controlling, and evaluating (Hoy & Miskel, 2013). These functions support administrators in setting objectives, delegating responsibilities, managing operations, and assessing performance. Collectively, they establish an effective environment conducive to quality teaching and learning. Similarly, Duang (2016) highlights the importance of collective, systematic efforts in organizing resources and guiding institutions toward achieving educational goals and preparing students for meaningful societal participation.

### **Educational Institution Administration in the Digital Age**

In today's digital era, administrators must integrate information and communication technologies (ICT) into management practices to enhance institutional efficiency and strengthen community relations. ICT facilitates evidence-based decision-making, knowledge management, and communication at all levels of school operations. The Ministry of Education's Pracharat initiative exemplifies public-private collaboration aimed at modernizing educational institutions and reinforcing their credibility within communities. Yukongpan et al (2023) note that private schools in Mahasarakham Province have successfully adopted ICT-driven academic administration practices, which improve operational effectiveness and align with evolving societal expectations.

### **Summary**

In conclusion, effective educational institution management requires harmonizing traditional administrative functions with emerging technological capabilities. Administrators play a pivotal role in ensuring that institutional missions align with contemporary demands, strengthening change management capacity, sustaining educational quality, and fostering trust within their communities. Research findings on academic administration in both public and private schools highlight the critical importance of adaptive, innovative leadership and systematic administrative practices in achieving these goals.

### **Conceptual Framework**

In this research, the researcher aims to study the Academic administration of the Opportunity Expansion School in Prachinburi Province under the Office of Primary Educational Service Area 1. The researcher has established a conceptual framework for the research. As follows:

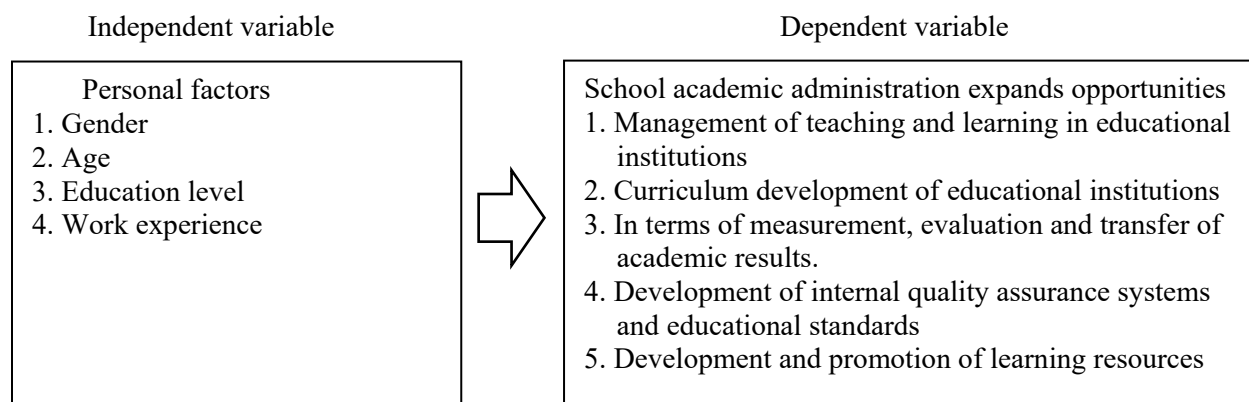


Figure 1: Research conceptual framework

## Methodology

The research employs a quantitative methodology targeting educational institution administrators and teachers at expanded opportunity schools in Prachinburi Province under the Primary Educational Service Area Office 1, covering a total population of 843 individuals for the academic year 2023. The sample group comprises 280 individuals, determined by Taro Yamane's formula with a 95% confidence level. Stratified sampling was used to select administrators and teachers from the designated schools.

### Variables

#### The study explores:

Independent Variables: Four personal factors: gender, age, education level, and work experience.

Dependent Variable: Academic administration factors across five dimensions: teaching and learning management, curriculum development, evaluation and results transfer, internal quality assurance, and the development and promotion of learning resources.

#### Research Instrument

The primary tool is a structured questionnaire with three sections:

Demographic Information: Checklist items covering gender, age, education level, and work experience.

Academic Administration Factors: A 5-point Likert scale assessing the five areas of academic administration mentioned.

#### Tool Development Process:

Literature Review: Examined relevant literature on information system management and academic administration within expanded opportunity schools.

Questionnaire Design: Developed based on research objectives and expert recommendations.

Expert Validation: Three experts assessed content validity using the index of item-objective congruence (IOC) criteria, achieving values between 0.60 and 1.00, meeting the IOC threshold ( $>0.50$ ) for consistency with the research objectives.

Reliability Testing: Conducted on a pilot sample of 30 respondents, achieving a Cronbach's alpha coefficient of  $>0.70$  (Cronbach, 1951), indicating sufficient internal consistency.

#### Data Collection Procedure

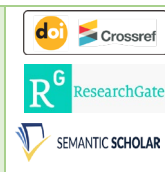
Obtained official permission from the Graduate School to conduct the survey.

Distributed 280 questionnaires to school administrators and requested cooperation for data collection.

Collected and verified questionnaires for accuracy and completeness before analysis.

#### Data Analysis

Descriptive statistics (percentage, frequency, mean, and standard deviation) were used, along with inferential statistics.



## Results

The findings of this study are presented according to the two research objectives.

Table 1 Demographic Characteristics of Respondents (N = 280)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	25–30 years	–	32.14
	31–40 years	–	33.57
	51 years and above	–	11.79
Educational Attainment	Bachelor's degree	–	47.86
	Master's degree	–	44.64
	Doctoral degree	–	7.50
Work Experience	Less than 5 years	–	8.93
	6–10 years	–	43.93
	11–20 years	–	32.14

The demographic data of the 280 respondents also provides insights into the workforce composition of these schools. Regarding age, the largest group was 31–40 years old (33.57%), followed by 25–30 years (32.14%), while those aged 51 and above represented the smallest proportion (11.79%). In terms of educational attainment, nearly half of the respondents held a bachelor's degree (47.86%), with a substantial proportion holding master's degrees (44.64%), and a smaller group holding doctoral degrees (7.50%). Concerning work experience, the majority had 6–10 years of experience (43.93%), followed by those with 11–20 years (32.14%), while the smallest group had less than 5 years of experience (8.93%).

Table 2: Mean and Standard Deviation of Academic Administration Components in Opportunity Expansion Schools

Components of Academic Administration	Mean ( $\bar{x}$ )	Standard Deviation (S.D.)	Interpretation
Curriculum Development	4.05	0.98	High
Teaching and Learning Management	4.04	1.01	High
Assessment, Evaluation, and Results Transfer	3.88	1.10	High
Development and Promotion of Learning Resources	3.80	1.14	High
Internal Quality Assurance Systems and Educational Standards	3.22	1.39	Moderate
<b>Overall</b>	<b>3.80</b>	<b>1.12</b>	<b>High</b>

Table 2, which aimed to evaluate the level of academic administration in Opportunity Expansion Schools under the Prachinburi Primary Educational Service Area Office 1, the analysis revealed that the overall academic administration level was rated high ( $\bar{x} = 3.80$ , S.D. = 1.12). Among the five components assessed, curriculum development achieved the highest average score ( $\bar{x} = 4.05$ , S.D. = 0.98), indicating strong efforts in designing and implementing school-based curricula responsive to learners' needs. This was followed closely by teaching and learning management ( $\bar{x} = 4.04$ , S.D. = 1.01) and assessment, evaluation, and results transfer ( $\bar{x} = 3.88$ , S.D. = 1.10), both rated at a high level, reflecting effective classroom practices and systematic evaluation mechanisms. Development and promotion of learning resources was also rated high ( $\bar{x} = 3.80$ , S.D. = 1.14), suggesting that schools have made significant progress in enhancing access to educational materials and resources. However, the component internal quality







assurance systems and educational standards were rated only at a moderate level ( $\bar{x} = 3.22$ , S.D. = 1.39), highlighting this area as a priority for further improvement.

Table 3 Comparison of Academic Administration Practices by Personal Factors

Personal Factor	Statistical Test Used	Significance Level (p-value)	Result
Gender	Independent t-test	$p > .01$	Not significant
Age	One-way ANOVA	$p > .01$	Not significant
Education Level	One-way ANOVA	$p > .01$	Not significant
Work Experience	One-way ANOVA	$p > .01$	Not significant

Table 3, which sought to compare academic administration practices based on personal factors including gender, age, education level, and work experience, the inferential statistical analysis revealed no statistically significant differences at the 0.01 level across any of the personal factors examined. This suggests that the effectiveness of academic administration in these schools does not vary significantly with the individual characteristics of administrators and teachers. Consequently, the hypothesis that personal factors influence the level of academic administration was rejected.

In conclusion, the results demonstrate that academic administration in Opportunity Expansion Schools under the Prachinburi Primary Educational Service Area Office 1 is generally strong, particularly in curriculum development, teaching, evaluation, and learning resources. Nevertheless, internal quality assurance systems remain a relative weakness that requires attention. Moreover, personal factors such as age, gender, educational background, and experience do not appear to significantly influence academic administration levels, indicating that institutional policies and systemic practices play a more critical role than individual demographics in shaping administrative effectiveness.

## Discussion

Objective 1: The findings on the academic administration levels in Opportunity Expansion Schools in Prachinburi Province demonstrate that key aspects such as teaching and learning management, curriculum development, and the measurement, evaluation, and transfer of academic results were consistently rated at a high level. This suggests that educational personnel in these schools actively prioritize innovation and effectiveness in instructional practices, consistent with the emphasis on engaging and meaningful learning environments reported by KhaoKrib and NaKaro (2019). Similarly, the study by Saythipachai et al (2023) identified that structured and well-executed academic administrative practices contribute significantly to improved teaching quality in small schools. Furthermore, research by Yukongpan et al (2023) also supports this finding, highlighting that proactive curriculum development and teacher support are central to fostering student achievement in private schools. Nevertheless, the development of internal quality assurance systems and adherence to educational standards were rated only at a moderate level. This discrepancy may stem from the disproportionate focus of school personnel on curriculum and instructional innovations at the expense of systematic evaluation and standards compliance. As noted by Sangsawang et al (2023), many Thai schools often lack adequate internal mechanisms to monitor and sustain quality assurance, despite strengths in pedagogical innovation. Similarly, the findings resonate with Imkadee et al (2023), who reported that while schools benefit from strong community and stakeholder support, internal managerial processes, particularly in quality assurance, remain underdeveloped. Addressing this gap is critical to ensuring that academic innovations are institutionalized and aligned with national standards, thereby sustaining long-term improvements in educational outcomes.

Objective 2: The comparative analysis of academic administration practices based on personal factors, gender, age, education level, and work experience revealed no statistically significant differences in responses among personnel. This finding aligns with Nambut et al. (2022), who observed that demographic characteristics had negligible effects on perceptions and implementation of academic





administrative practices in Opportunity Expansion Schools. Similarly, findings by Phuangraya and Inthutsut (2021) emphasized that institutional and organizational contexts exert more influence on administrative effectiveness than individual staff demographics. The relatively homogenous professional backgrounds and shared work experiences of the personnel in this study likely contribute to their similar attitudes and approaches to academic administration, resulting in limited variability across demographic groups. These findings reinforce the notion that school effectiveness is more dependent on organizational culture, institutional policies, and collective practices than on individual characteristics of staff members. The evidence also echoes insights from Educational administration is a structured process aimed at achieving institutional goals through strategic leadership. It typically includes five key functions: decision-making, organizing, communicating, controlling, and evaluating (Hoy & Miskel, 2013). These functions support administrators in setting objectives, delegating responsibilities, managing operations, and assessing performance. Collectively, they establish an effective environment conducive to quality teaching and learning. Overall, the results highlight the need for a balanced academic administration that integrates innovative curriculum development with robust internal quality assurance systems, ensuring both creativity and consistency in delivering high-quality education.

## Conclusion

The overall academic administration level in expanded opportunity schools in Prachinburi Province, under the Primary Educational Service Area Office 1, is high, especially in teaching, curriculum development, and academic assessment.

Personnel in these schools prioritize engaging and innovative teaching practices, reflecting a strong commitment to making learning interactive and appealing for students.

The focus on curriculum development aligns with studies emphasizing the role of creative and well-structured curricula in enhancing student engagement and success.

Despite the high emphasis on curriculum and teaching development, internal quality assurance and educational standards show only a moderate rating, indicating an area needing further improvement.

The moderate rating in quality assurance may result from limited time and resources devoted to internal evaluations, as the emphasis remains on curricular and instructional innovation.

Ensuring a balance between curriculum innovation and quality assurance could enhance overall educational standards and accountability within these institutions.

Comparative analysis reveals that demographic factors (gender, age, education level, and experience) do not significantly influence perceptions of academic administration among school personnel.

This lack of demographic influence suggests that individual characteristics are less impactful on academic administration approaches, possibly due to homogeneity among staff backgrounds.

The findings suggest that organizational and contextual factors within the educational environment may play a more critical role in shaping academic administration practices than individual personal factors. Schools may benefit from targeted professional development focused on internal quality assurance practices to elevate this area to match the high standards observed in teaching and curriculum development.

Overall, these results underscore the importance of a well-rounded academic administration approach that combines innovative teaching with robust internal quality measures to support sustainable educational success.

## Knowledge Contribution

From the study on the academic administration of the Opportunity Expansion Schools under the Prachinburi Primary Educational Service Area Office 1, knowledge was derived that can be summarized into a diagram as follows:

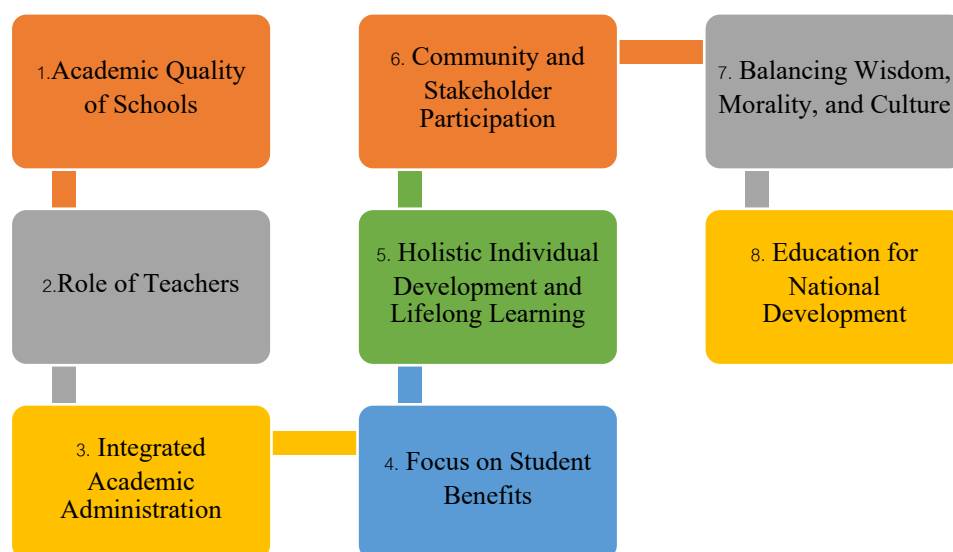


Figure 2 illustrates the new knowledge derived from the research on the academic administration of Opportunity Expansion Schools in Prachinburi Province.

In Figure 2, it can be seen that effective academic administration in Opportunity Expansion Schools requires the integration of eight key components, ranging from a focus on academic quality and the role of teachers to the creation of a learning society and national development. This new knowledge serves as a guideline for developing and improving academic administration to be balanced, comprehensive, and aligned with the current and future social context of Thailand.

## Recommendation

### Practices Recommendation

**Collaborative Planning:** Educational institution administrators should actively coordinate with faculty members and committees to develop comprehensive academic plans that align with the institutional framework and local context. This collaborative approach will ensure that all stakeholders are involved in the decision-making process.

**Community Engagement:** It is essential to provide opportunities for community members to participate in educational planning and implementation. Engaging families, organizations, and other educational agencies can foster a sense of ownership and support for academic initiatives.

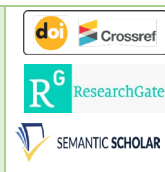
**Promotion of Academic Work:** Administrators should prioritize the promotion and support of academic work at all levels, including individuals, families, and institutions. Establishing regulations and guidelines for academic activities can help create a more structured approach to academic administration.

**Annual Action Plans:** Educational institution administrators, alongside faculty and committees, should collaboratively create annual action plans that articulate the vision, mission, and goals for academic development. These plans should align with the school curriculum and educational standards to ensure coherence in academic activities.

**Professional Development:** Continuous professional development opportunities should be provided for educators to enhance their skills and knowledge, thereby improving the overall academic administration of the institution.

**Monitoring and Evaluation:** Implement a system for regular monitoring and evaluation of academic administration practices. This will allow for the identification of areas that need improvement and ensure that the institution is meeting its academic goals effectively.





### Future Research Recommendation

**Investigate Operational Challenges:** Conduct a study focused on identifying and analyzing the operational problems and challenges faced by expanded opportunity schools under the Prachinburi Primary Educational Service Area Office 1. This research can provide valuable insights into areas needing improvement.

**Examine Influencing Factors:** Explore the factors affecting the efficiency of academic administration in expanded opportunity schools. This could include aspects such as resource availability, administrative support, and community involvement.

**Qualitative Studies on Academic Excellence:** Undertake qualitative research aimed at understanding the practices and strategies that lead to academic excellence within expanded opportunity schools. This research could highlight best practices and innovative approaches that can be shared and implemented across similar institutions.

**Longitudinal Studies:** Consider conducting longitudinal studies to track the progress of academic administration improvements over time. This will help to evaluate the long-term impact of interventions and strategies implemented within the educational institutions.

**Comparative Studies:** Research could be conducted comparing academic administration practices across different regions or types of schools, providing a broader context for understanding effective academic administration.

**Stakeholder Perspectives:** Future studies could focus on gathering perspectives from various stakeholders, including teachers, parents, and community members, regarding their experiences and expectations of academic administration in expanded opportunity schools. This approach could enhance understanding of the community's role in education.

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