

The Second Order Confirmatory Factor Analysis of Honest School Management Model for Primary Schools under Saraburi Primary Educational Service Area Office 1

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ABSTRACT

The purpose of this research was to study the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1. Quantitative research was conducted. There were 232 samples that collected by using questionnaires. Data were analyzed by using descriptive statistics and second order confirmatory factor analysis. Result indicated that the second order confirmatory factor analysis of Honest School administration for Primary Schools under Saraburi Primary Educational Service Area Office 1 (HMODEL) found that the model was in good fit with the empirical data; as evidenced by the Chi-square value (Chi-square =32.03, df=23, p=.099) which was not significantly different from zero, the Goodness of Fit Index (GFI) value was .978, the Adjusted Goodness of Fit Index (AGFI) value was .925, and the Root Mean Square Residuals (RMR) value was .013, indicating that the model was in good fit with the empirical data of both the first order and second order confirmatory factor analysis of honest school administration for Primary Schools under Saraburi Primary Educational Service Area Office 1.

Keywords: Second Order Confirmatory Factor Analysis, Honest School Management Model, Primary Schools

I. INTRODUCTION

Recently, the problem of corruption in Thailand is a chronic national problem that is becoming more and more severe and complex and has widespread impacts; especially, national security, which is one of the top obstacles to the development of the country in terms of economy, society, and politics because it occurs in every sector of Thai society, whether it is the political sector, the government sector, resulting in the image of Thailand, "Corruption has a negative effect"; The National Strategy 2018-2037 is a strategy that uses the main national objectives as the main framework to set policies and directions for development, private sector investment that are in line with the goals of the national

strategy, state administration, budget allocation, etc. Therefore, the direction of corruption prevention and suppression, creating transparency and good governance in the administration of state agencies, all agencies will be determined by the 20-year national strategy as follows: 1) Security, 2) Building competitiveness, 3) Developing and enhancing human potential, 4) Creating equal opportunities and social equality, 5) Creating growth, quality of life that is friendly to the environment, and 6) Improving balance and development; public administration system The National Education Plan 2017-2036 sets the vision as “All Thais receive quality education and lifelong learning, living happily; in line with the philosophy of the Sufficiency Economy, and the changes in the 21st century world, it has set 2 goals: 1) Learner aspiration, aiming to develop all learners to have 21st century learning characteristics and skills (3Rs8Cs), 2) 5 educational management goals (aspiration) with 53 indicators for achieving the goals, and the National Education Plan also sets the compulsory education strategy under 6 main strategies that are in line with the 20-year National Strategy in order for the National Education Plan to achieve the goals according to the goals, visions, and educational management concepts mentioned above as follows: Strategy 1; Education Management for Social and National Security, Strategy 2; Production and development of human resources, research, and Innovation to create the competitiveness of the country, Strategy 3; Development of the potential of people of all ages and creation of a learning society, Strategy 4; Creation of opportunity, equality, and equity in education, Strategy 5; Educational management to enhance quality of life that is friendly to the environment, and Strategy 6; Developing the efficiency of the educational management system.

National Strategy on Prevention and Suppression of Corruption, Phase 3 (2017-2021); Vision “Zero Tolerance & Clean Thailand”; defines 6 main operational strategies as follows: Strategy 1; create a society that does not tolerate corruption; strategy 2; raise political will to fight corruption; Strategy 3; block policy corruption; Strategy 4; develop a proactive anti-corruption system; Strategy 5; Reform the mechanism and process of suppressing corruption; and Strategy 6; raise the Corruption Perception Index (CPI) score of Thailand; technology and environment, [1] such changes are occurring rapidly and severely that everyone has to face. Therefore, every organization needs to have leaders with high potential, appropriate characteristics, and the power to drive the organization to change in a good direction and lead the organization to success. When every organization is efficient, society as a whole will be able to keep up with and prepare for the changes in the modern world very well, and can lead the organization to success, bringing happiness and prosperity to all sectors of society. Therefore, creating leaders who are capable and have the power to drive the organization towards creative change is essential in this modern world. School administrators are an important mechanism that is a leader in managing education to be efficient and effective towards excellence in academics and educational quality. In the success or failure of education, school administrators play an important role in making educational management and educational quality development successful.

From all the facts that have been studied, it is found that the problem of corruption in society has many forms and is very complicated. In particular, at present, people in society tend to honor the rich, the powerful, the well-known and the socially respected; without considering how the wealth or power was obtained; “Is it a morally correct and humane method?” When the core or the shell that is inside is not considered, but the outer shell is given importance, it results in a materialistic society. Whoever has better opportunities and status will seize the collective benefits for themselves; without much consideration for correctness and morality, it is similar to the proverb that says, “Whoever has longer arms will get the girl.” Such self-seeking benefits arise from a lack of shame and fear of the sins that have been done, only considering the benefits that one will receive without considering the collective benefits of the country. Sometimes, when the benefits are not as desired, one may use deceitful methods, or take advantage directly or indirectly, in order to gain the benefits as desired. It is similar to the proverb that says, “If they can’t get it by trickery, they’ll do it by magic; if they can’t get it by spells, they’ll do it by spells.” In order to get the desired rewards, they are willing to do many immoral things; they don’t consider other people. Such wrongdoings are the source of corruption problems in Thai society. If these things can’t be solved, it will have a very negative impact on the education, society, economy, and politics of the country. Therefore, there is an interesting question: “How can we solve these problems?” From the research of Enciso (2001) [2], the study of the perception of student discipline from the perspectives of students, teachers and administrators in a middle school with approximately 1,700 students. Student disciplinary behaviors were: inappropriate behavior and verbal

abuse that interfere with the learning of other students in the class. A documentary study found that there were misconceptions about teachers' identification of disciplinary problems. In the work of Royal (2004) [3], it was mentioned that the goals of students affecting in-school and out-of-school suspensions when compared to the grade level of high school students. The study found that the data supported the differences in the types of rule violations that affect in-school and out-of-school suspensions. Moseley, et al. 2005 as cited in Mike Fleetharn's Thinking Class-room, n.d.) [4] explained that the development of thinking skills and ethics. Thinking skills are intellectual processes used to perform tasks such as solving problems, making decisions, asking questions, planning, evaluating ideas, organizing information, and creating goals. Biskin and Hoskin (1977) [5] experimented on teaching ethics using a project discussion on difficult ethics decisions from literature and reading stories by having 4th-5th grade students be divided into an experimental group of 28 and a control group. Then, ethics were measured using the method of Kohlberg and Rest (1976) [6]. The research was conducted to study the difference between genders and ethical development. The sample group was 73 secondary 2 students, 40 fifth grade students, and 40 graduate students. The sample group consisted of students with good economic status, average intelligence, and an equal number of females and males. The results of the research found that in secondary 2, female students had higher ethics than male students with statistical significance.

From the condition of the problem, the impact, and the importance of the problem mentioned above, it is said that this is an urgent problem that should be researched; if left without research and the research results are applied to solve the problem, it will increase the severity or may spread widely and lead to various problems; it will be difficult to solve. If research is done on this matter and the research results are applied, it will help solve the problem of mismanagement; it is still a problem in almost the entire system to be eliminated or at least reduced and can be used to plan and set policies or guidelines for the administration of honest schools by school administrators effectively. It can be a good model for others. And from the study, documents, and related research, it was found that no one has ever done research on this matter before. The researcher, as an educational institution administrator, is interested in researching "the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1" to use the research results as a guideline for solving the problem.

II. RESEARCH OBJECTIVES

The purpose of this research was to study the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1.

III. RESEARCH METHOD

Quantitative research was conducted. There were 232 samples that collected by using questionnaires. Data were analyzed by using descriptive statistics consisted of mean, standard deviation and second order confirmatory factor analysis.

IV. RESULTS

Analysis result of the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1

Symbols of the research analysis

Symbols used for statistics

χ^2	= Chi-square type of goodness index
df	= Degree of freedom
p	= Significant level
R	= Multiple correlation coefficient
R ²	= Coefficient of determination
GFI	= Goodness of fit index
AGFI	= Adjusted goodness of fit index
RMR	= Root mean squared residual

Symbols used to represent latent variables

HMODEL	= Honest School Management Model
MANAGE	= Honest School Management
SUCCESS	= Outcome and Success
CHALEAD	= Characteristics of School Administrators

Symbols used to represent observable variables

MANAGE2	= Budget Management
MANAGE3	= Personnel Management
MANAGE4	= General Management
SUCCESS1	= Public Relations of the Curriculum
SUCCESS2	= Analyze and Summarize the Results of the Operation
SUCCESS3	= Present the Results of the Operation
SUCCESS4	= Public Relations of the Results of the Curriculum
CHALEAD1	= Leadership
CHALEAD2	= Management
CHALEAD3	= Personality
CHALEAD4	= Characteristics of the Holistic School Administrators

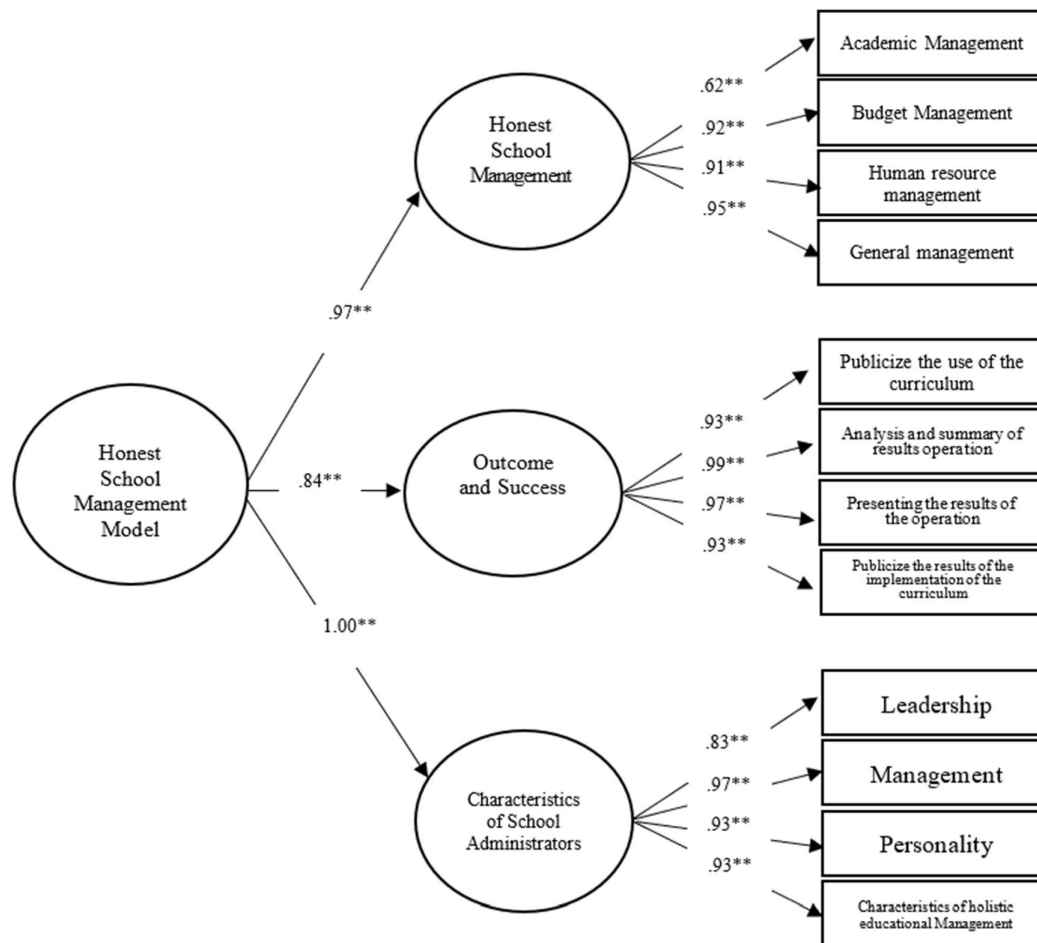
Analysis results were shown as below table and figure.

Table 1 Analysis result of the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1

Variables	Component Weight		t	R ²	Coefficient of Component Score	
	beta	b(SE)				
First Order Factor Analysis						
Components of Honest School Management (MANAGE)						
MANAGE1	0.62	0.386		0.388	0.071	
MANAGE2	0.92	0.579 (0.046)	12.708**	0.839	0.028	
MANAGE3	0.91	0.627 (0.055)	11.304**	0.825	0.086	
MANAGE4	0.95	0.641 (0.055)	11.621**	0.900	0.186	
Components of Outcome and Success (SUCCESS)						
SUCCESS1	0.93	0.754		0.857	0.065	
SUCCESS2	0.99	0.801 (0.023)	34.697**	0.987	0.049	
SUCCESS3	0.97	0.767 (0.029)	26.478**	0.933	0.017	
SUCCESS4	0.93	0.761 (0.027)	27.980**	0.874	0.484	
Characteristics of School administrators (CHALEAD)						
CHALEAD1	0.83	0.647		0.683	0.364	
CHALEAD2	0.97	0.628 (0.032)	19.891**	0.937	0.471	
CHALEAD3	0.93	0.612 (0.032)	19.046**	0.859	0.609	
CHALEAD4	0.93	0.624 (0.032)	19.451**	0.872	0.213	
Second order component analysis						
Indicators of Honest School Management Model (HMODEL)						
Management Honest School (MANAGE)	0.97	0.970 (.096)	10.736**	0.967		
Outcome and Success (SUCCESS)	0.84	0.840 (.059)	14.217**	0.705		
Characteristics of School Administrators (CHALEAD)	1.00	1.000 (.065)	15.422**	1.000		
$\chi^2=32.03, df=29, p=.099, GFI = .978, AGFI = .925, RMR = .013, RMSEA = .041$						
Variable	MANAGE1	MANAGE2	MANAGE3	MANAGE4	SUCCESS1	SUCCESS2
Accuracy	0.388	0.839	0.825	0.900	0.857	0.987
Variable	SUCCESS3	SUCCESS4	CHALEAD1	CHALEAD2	CHALEAD3	CHALEAD4
Accuracy	0.933	0.874	0.683	0.937	0.859	0.872
Structural Equation of Variables		MANAGE	SUCCESS	CHALEAD		
R SQUARE		0.967	0.705	1.000		
Correlation Matrix between Latent Variables						
Latent Variables	MANAGE	SUCCESS	CHALEAD	HMODEL		
MANAGE	1.000					
SUCCESS	0.867	1.000				
CHALEAD	0.867	0.867	1.000			
HMODEL	0.867	0.867	0.867	1.000		

Note: Numbers in parentheses are standard deviation values. **p < .01

From Table 1, the results of the second-order confirmatory factor analysis of the honest school administration for Primary Schools under Saraburi Primary Educational Service Area Office 1 (HMODEL) found that the model was in good fit with the empirical data; as seen from the chi-square value ($\chi^2=32.03, df=23, p=.099$), which was not significantly different from zero, the Goodness of Fit Index (GFI) value was .978, the Adjusted Goodness of Fit Index (AGFI) value was .925, and the Root Mean Square Residuals (RMR) value was .013, indicating that the model was in good fit with the empirical data of both the first order and second order confirmatory factor analysis of honest school administration for Primary Schools under Saraburi Primary Educational Service Area Office 1, was shown in Figure 1.



Chi-square = 33.03, df = 23, p-value = 0.09945, RMSEA = 0.041

Figure 1 Analysis result of the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1

V. DISCUSSION

Discussion on the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1. From the study the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1, it was found that the model was in good fit with the empirical data; as seen from the chi-square value ($\chi^2=32.03$, $df=23$, $p=.099$), which was not significantly different from zero, the fit index (GFI) value was .978, the adjusted fit index (AGFI) value was .925, and the root mean square index (RMR) value was .013, indicating that the model was in good fit with the empirical data; the results of the first and second-order confirmatory factor analysis of the honest school administration for primary schools under Saraburi Primary Educational Service Area Office 1. The results of the study are consistent with the research of Rungthip Salorum (2021) [7] who studied the condition and guidelines for school administration according to the honest school project under the Office of the Secondary Education Area 32 with the objective of the research to study the condition of school administration according to the honest school project under the Office of the Secondary Education Area 32. The research results concluded that teachers' opinions on the condition of school administration according to the honest school project under the Office of the Secondary Education Area 32 were overall at a high level, and the guidelines for school administration according to the honest school

project were found that the school should promote students to have problem-solving skills; Through organizing various activities, organizing hands-on learning (Active Learning), allowing students to participate in jointly presenting ideas, keeping up with the 21st century, using various technologies, emphasizing integration, and having innovations to assist in teaching and learning, and also in line with the study results of Thitima Thaosiri (2019),[8] who studied “Standards for the Administration of Honest School Projects in Educational Institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3”. This research aimed to study the conditions and problems of the standards for the administration of honest school projects in educational institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3. The research results found that the opinions of school administrators and teachers on the conditions of the standards for the administration of honest school projects in educational institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3 were found to be at a high level overall and in each aspect, and the opinions of school administrators and teachers on the problems of the standards for the administration of honest school projects in educational institutions under the Office of the Primary Educational Service Area, Sri Saket Area 3 were found to be at a low level overall and in each aspect, and suggested guidelines for developing the standards for the administration of honest school projects in educational institutions, according to the opinions of school administrators and teachers. Under the jurisdiction of the Office of the Primary Education Area of Sisaket, Area 3, most of them agreed that: 1) there should be an organization of teaching and learning management: There should be a promotion of students to develop themselves according to the 5 characteristics of honest schools by organizing learning through media, innovation, learning resources that are diverse and accessible to students, having a virtual learning experience, and there should be an evaluation of students, and the evaluation results should be used in research to solve problems and develop behaviors, there should be an instillation of awareness and understanding of the 5 characteristics of honest schools, and there should be internal supervision and academic services both inside and outside the school, 2) there should be a standard of financial, accounting, and material management: to be in accordance with government regulations with participation, economy, value, transparency, and auditability, 3) there should be care and convenience for school personnel: create morale, take care of the maintenance of personnel’s rights and benefits, carry out activities to promote and develop knowledge and skills for school personnel, 4) there should be a management of building services for teachers, students, and the community: create a clean, shady, beautiful, safe atmosphere in the school, and take care of and maintain the school building, classroom buildings, and various special rooms to be in a good condition, ready for use and conducive to learning that can be truly applied, 5) there should be the use of results from the development of administrators, teachers, and students according to the characteristics of the project to strengthen morality, ethics, and good governance in educational institutions, “preventing corruption”, instilling awareness in students (under the name of honest schools), to be applied and result in schools and communities being honest societies, not corrupt, transparent, verifiable, and being complete human beings in a sustainable manner.

Discussion on the results of the development of the honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1, the management model of honest schools based on the principles of the Four Foundations for primary schools under the Office of the Primary Educational Service Area, Saraburi Area 1, which was developed, has 4 components: 1) The management of honest schools consists of; academic administration, budget administration, personnel administration, general administration, and results and images of success. 2) The five characteristics of honest schools consist of: 2.1) Thinking process skills, 2.2) Discipline, 2.3) Honesty, integrity, 2.4) Living with sufficiency, and 2.5) Public consciousness. 3) The principles of the Four Foundations consist of: 3.1) Effort to prevent corruption that has not yet occurred, 3.2) Effort to prevent corruption that has already occurred from occurring again, 3.3) Effort to make honesty that has not yet occurred occur continuously, and 3.4) Effort to make honesty that has already occurred develop further. 4) Characteristics of educational institution administrators consist of: leadership, management, and personality. From this finding, it shows that the developed honest school administration model integrates the principles of Dhamma to drive the administration of honest schools in the Buddhist way. This guideline for developing the honest school administration model according to Sammappadhāna 4 principles for primary schools under the Office of the Primary Education Area, Saraburi Area 1,

is consistent with the research of Ratchataporn Senamat (2019) [9] who studied the leadership characteristics of honest school administrators under the Office of the Basic Education Commission. This research aims to: 1) study the leadership characteristics of honest school administrators under the Office of the Basic Education Commission, 2) create a leadership characteristics model of honest school administrators under the Office of the Basic Education Commission, 3) evaluate the appropriateness, feasibility, and benefits of implementing the leadership characteristics model of honest school administrators under the Office of the Basic Education Commission. The results of the study can be summarized as follows: The leadership characteristics of the administrators of honest schools under the Office of the Basic Education Commission consist of 3 characteristics: self-control, people control, and work control, in 7 aspects: personality, morality, students, teachers, and personnel, parents and community, academics, and management. 2. The leadership characteristics model of the administrators of honest schools consists of 4 parts: 1) Creating awareness, 2) Learning and development, consisting of: self-assessment before development, objectives, activity content, self-assessment after development, and development, 3) Suggesting content for implementation, and 4) Conditions for implementation of the model. 3. The evaluation results of the model, which were examined by 15 qualified persons, were at the highest level in terms of suitability, feasibility, and usefulness of implementation in general and in each aspect.

VI. KNOWLEDGE FROM RESEARCH

This research entitles on the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1 was conducted and knowledge from research can be shown as below figure.

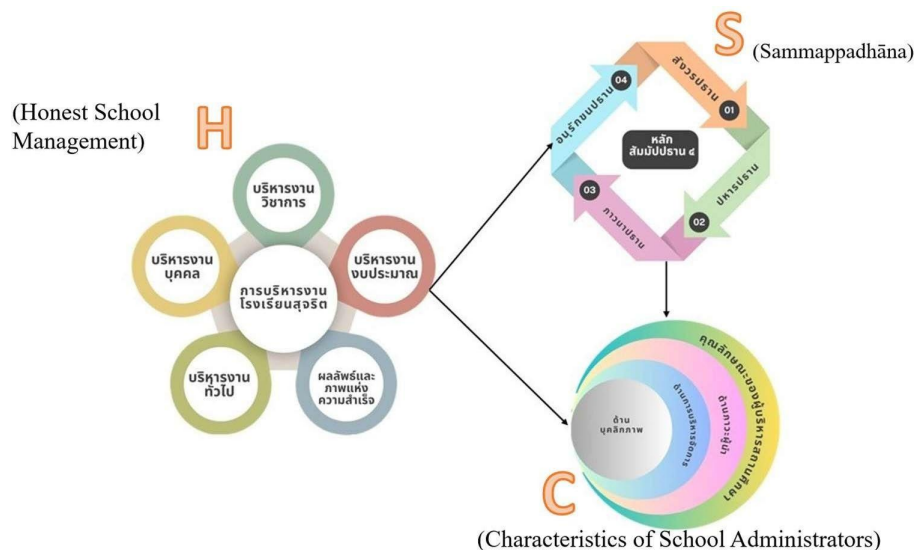


Figure 2 Knowledge from Research of HSC Model

Source: Kamonwan Nakonsri (2024)

From Figure 2, the knowledge from research on the honest school management model according to the 4 Sammappadhāna principles for primary schools under the Saraburi Primary Educational Service Area Office 1, MS2C Model, which shows the linkage between the following 4 important Components:

Component 1: Honest School Management: H (Honest School Management) is management according to the criteria and guidelines for honest school management, which consists of 5 standards:

Standard 1; Academic Administration, Standard 2; Budget Administration, Standard 3; Personnel Administration, Standard 4; General Administration, and Standard 5; Results and Images of Success.

Component 2: Five Characteristics of Honest School; C (5 Characteristics of Honest School) consists of: 1) Thinking Process Skills: Students are able to distinguish, compare, reason, have judgment, solve problems and be creative in knowing what should and should not be done, and not to do anything for themselves or others to gain benefits that they do not have the right to receive through improper or dishonest methods; 2) Discipline: Students are aware of their roles and duties and comply with agreements, rules, regulations, rules, laws of the family, school, society, and accept the consequences of their actions, respect the rights of others and be good citizens of the community, society, country, and world. 3) Honesty: Students demonstrate their behavior in accordance with the truth to themselves, their family, society, and the world through their body, speech, and mind. 4) Sufficiency Economy: Students live their lives based on the principles of moderation, reasonableness, and immunity to live happily in society. 5) Public-mindedness: Students willingly help others without expecting anything in return, and participate in activities that benefit the public, school, community, and society.

Component 3, Sammappadhāna 4, is a Buddhist principle that is a factor of the attainment of Dhamma. It can be applied to benefit one's daily life very well, in the present society, or in the practice of various right occupations. It can be applied to benefit oneself indefinitely. When talking about Sammappadhāna 4, in general, it refers to perseverance, consisting of: 1) perseverance to prevent corruption that has not yet arisen from arising, 2) perseverance to prevent corruption that has already arisen from arising again, 3) perseverance to continuously make honest virtue that has not yet arisen, and 4) perseverance to further develop honest virtue that has already grown.

VII. RECOMMENDATIONS

1. Saraburi Primary Educational Service Area Office 1 should set guidelines for the development of honest school administration according to Sammappadhāna 4 principles for 4 primary schools so that school administrators can integrate the principles of Dhamma into the administration of honest schools in accordance with the Buddhist way.

2. Educational institutions should study and apply the management model of honest schools according to the principles of Sammappadhāna 4 for primary schools that have been developed to organize practical activities to promote the management of honest schools, which are elements that are linked through the principles of Sammappadhāna 4 to the outcome of being an honest school in the Buddhist way.

3. There should be a research design to test the management model of honest schools based on the principles of Sammappadhāna 4 developed in educational institutions using quasi-experimental research to develop it to be more efficient.

4. There should be a study of the management model of honest schools based on the principles of Sammappadhāna 4 by integrating it with other principles of Dhamma and examining the validity of the developed process model to see if it is consistent with empirical data.

CONCLUSION

This research conducted on the second order confirmatory factor analysis of honest school management model for Primary Schools under Saraburi Primary Educational Service Area Office 1. Result indicated that the second order confirmatory factor analysis of honest school administration for Primary Schools under Saraburi Primary Educational Service Area Office 1 (HMODEL) found that the model was in good fit with the empirical data, indicating that the model was in good fit with the empirical data of both the first order and second order confirmatory factor analysis of honest school administration for Primary Schools under Saraburi Primary Educational Service Area Office 1. The findings of this study provide strong empirical support for the validity and reliability of the HSC. This model can be utilized by educational administrators and policymakers to evaluate and improve school management practices, ultimately leading to enhanced educational outcomes for students in primary schools under the Saraburi Primary Educational Service Area Office 1. This research confirms that the

Honest School management Model can be effectively applied in primary schools in Saraburi Primary Educational Service Area 1. The results of this research will be useful for school administrators, scholars, and those involved in educational quality development.

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