



# Education Quarterly Reviews

---

**Suksai, I., & Kongnawang, T. (2025). The Strategic Management of Administrators in the Bang Bo 2 School Group, Under the Samut Prakan Primary Educational Service Area Office 2. *Education Quarterly Reviews*, 8(1), 25-32.**

ISSN 2621-5799

DOI: 10.31014/aior.1993.08.01.550

The online version of this article can be found at:  
**<https://www.asianinstituteofresearch.org/>**

---

Published by:  
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH  
Connecting Scholars Worldwide

# The Strategic Management of Administrators in the Bang Bo 2 School Group, Under the Samut Prakan Primary Educational Service Area Office 2

Intira Suksai<sup>1</sup>, Teerapon Kongnawang<sup>2</sup>

<sup>1,2</sup> Department of Educational Administration, Faculty of Education, Suvarnabhumi Institute of Technology, Thailand

Correspondence: Intira Suksai. Email: Mildmild3573@gmail.com

## Abstract

This research on the strategic management of administrators in the Bang Bo 2 school group, under the Samut Prakan Primary Educational Service Area Office 2, as perceived by teachers, aims to: 1) examine the strategic management of administrators in the Bang Bo 2 school group, under the Samut Prakan Primary Educational Service Area Office 2, and 2) compare the strategic management of administrators in the Bang Bo 2 school group under the Samut Prakan Primary Educational Service Area Office 2, categorized by school size. The sample consisted of 110 teachers. The research instrument was a questionnaire using a 5-point Likert scale, divided into two sections. Section 1 gathered general demographic data of the respondents, while Section 2 assessed the strategic management of administrators in the Bang Bo 2 school group, under the Samut Prakan Primary Educational Service Area Office 2. The reliability coefficient was 1.00. Statistical methods used for data analysis included frequency, percentage, mean, standard deviation, and dependent t-test. The research findings were as follows: The overall and individual aspects of strategic management by administrators in the Bang Bo 2 school group, under the Samut Prakan Primary Educational Service Area Office 2, were rated at a high level. The rankings, from highest to lowest average score, were as follows: strategic evaluation and control, strategy implementation, strategy formulation, and environmental analysis. The comparison of strategic management by administrators in the Bang Bo 2 school group, under the Samut Prakan Primary Educational Service Area Office 2, based on school size, revealed a statistically significant difference at the .05 level, with medium-sized schools demonstrating a higher level of strategic management than small schools.

**Keywords:** Strategic Management, Strategic Planning, Organizational Analysis

## 1. Introduction

In the rapidly changing global landscape driven by globalization and advancements in science and technology, unrestricted and widespread communication has become crucial for all nations within the global community to prepare for change. In this context, the Thai government has designated the enhancement of national competitiveness as a national priority to support its strategic goals of fostering national security and a robust economy. Human resource development plays a critical role in preparing the population to cope with external pressures. Education, as a key instrument, contributes to the development of individuals with the potential to compete in a dynamic society and economy. Thus, the development of high-quality human resources is a

fundamental foundation for advancing economic and social progress, enhancing competitiveness, and achieving a sustainable presence on the global stage (Office of the Education Council Secretariat, 2020).

Strategic management is a vital process that enables organizations to respond effectively to changes in technology, economy, law, politics, and social-cultural trends. Strategic planning serves as a critical step in this process by establishing long-term goals and adapting to continuously evolving environments. Administrators play an essential role in setting objectives, analyzing data, and making strategic decisions to ensure efficient and sustainable operations. Implementing strategic management principles allows organizations to review and refine strategies, fostering competitiveness and long-term resilience. Administrators are encouraged to develop adaptability and agile team management skills to overcome challenges presented by diverse situations effectively.

Given these reasons and their significance, the researcher, as a teacher in Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2, is interested in studying the strategic management practices of administrators in this cluster based on teachers' perceptions. The study aims to assess the level of strategic management among administrators and provide guidelines for enhancing their strategic management practices. These improvements are intended to meet the administrative goals and elevate the efficiency and effectiveness of student development outcomes.

## **2. Research Objectives**

1. To examine the strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2.
2. To compare the strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2, categorized by school size.

## **3. Research Hypothesis**

In this study, the researcher hypothesizes that: Strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2 differ when categorized by school size.

## **4. Literature Review**

The research on strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2 involved reviewing relevant theories, concepts, and prior studies as follows:

Yongyuth Songpayom (2022) defines strategy as a systematic plan developed through the analysis of internal and external factors, including environmental impacts. Strategies serve as a roadmap for organizational management, aiming to address policy objectives with measurable and tangible results.

Janista Sombun (2022) describes strategy as a method of operation that employs diverse techniques. Administrators need extensive knowledge and expertise to establish long-term organizational goals and allocate resources effectively, ensuring the organization achieves its objectives efficiently.

Pornsak Urajachatratt (2020) emphasizes the significance of strategies in driving organizations, particularly in the New Normal era. Administrators must meticulously plan to address unforeseen events. Effective strategy formulation prepares organizations to adapt to rapidly changing circumstances and ensures efficient performance evaluation and management.

Kriangsak Chareonwongsak (2020) highlights strategic management as a critical tool for minimizing losses and clarifying workflows. Strategies enable administrators to establish appropriate frameworks for various situations efficiently and effectively.

Amornrat Sripo (2018) describes strategy as a proactive approach focused on clear objectives and environmental analysis. This approach ensures that organizations operate effectively and meet their predetermined goals.

Sekson Sakonthawat (2017) defines strategy as a proactive planning process that considers resource mobilization, risk reduction, and creating a competitive edge. Administrators must analyze both internal and external factors to align operations with organizational goals.

I Yom (2021) underscores the importance of strategies during crises or unexpected events. Effective strategies require brainstorming and comprehensive planning, enabling organizations to operate continuously and without interruption.

Dan J. Sanders (2020) likens strategies to a compass that sets the organization's direction. Strategies must be measurable and evaluative to guide organizations toward future goals confidently.

Conclusion Strategies are systematic operational plans developed through analyzing internal and external organizational factors to achieve objectives effectively. They are crucial tools for guiding organizations through adaptation and change, minimizing risks, and enhancing operational efficiency. Strategies provide a structured approach to ensure organizational goals are met with maximum effectiveness.

## 5. Research Methodology

This study aims to examine the strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2, based on teachers' perceptions. The objectives are to study and compare the strategic management practices categorized by school size. The research methodology includes the following steps:

### 5.1. Population and Sample Used in the Research

#### 1. Population

The population for this study consists of teachers from the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2, totaling 215 individuals.

#### 2. Sample

The sample size was determined using the G\*Power software (version 3.1.9.2). The parameters set were:

- Statistical test: Correlation Bivariate Normal Model
- Power of test: 0.99
- Level of significance: 0.01
- Effect size (medium): 0.3 (Cohen, 1977, as cited in Nipitphon Sanitlua, Watchareeporn Satpet, and Yada Napa-arak, 2018).

Based on these criteria, the required sample size was calculated to be 110 participants.

Table 1: presents the distribution of the population and sample of teachers categorized by school

School Size	Teachers	
	Population (Teachers)	Sample (Teachers)
Small Schools	70	36
Medium Schools	145	74
Total	215	110

## 6. Research Instruments

The instrument used for data collection in this study is a questionnaire developed and refined by the researcher based on academic literature and related research. The details of the questionnaire are as follows:

### 1. Questionnaire Structure

- Part 1: Demographic Information  
This section comprises checklist-style questions to gather basic information about the respondents.
- Part 2: Strategic Management Practices  
This section focuses on the strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2. The questions are designed using a 5-point Likert scale, where:
  - 5 = Very High Level of Strategic Management
  - 4 = High Level of Strategic Management
  - 3 = Moderate Level of Strategic Management
  - 2 = Low Level of Strategic Management
  - 1 = Very Low Level of Strategic Management

## 7. Development of Research Instruments

The development process of the questionnaire used for data collection was conducted in the following steps:

### 7.1. Literature Review

Reviewed relevant documents, theories, and research related to the strategic management of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2 based on teachers' perceptions.

### 7.2. Questionnaire Design

Developed the questionnaire based on the research framework, divided into two sections:

- Section 1: Demographic Information of Respondents  
Questions included position status, school size, and work experience, designed as checklist-style questions.
- Section 2: Strategic Management Practices  
Questions covered four areas:
  1. Environmental Analysis
  2. Strategy Formulation
  3. Strategy Implementation
  4. Strategy Evaluation and ControlResponses were measured using a 5-point Likert scale: Very High, High, Moderate, Low, and Very Low.

### 7.3. Review by Advisors

Submitted the completed questionnaire to academic advisors for review and revised it based on their feedback.

### 7.4. Expert Validation

Presented the questionnaire to three experts in educational administration for content validity and language appropriateness. The experts were:

- Dr. Praphas Kongchan (Deputy Director, Kanchanaburi Primary Educational Service Area Office 4)
- Dr. Wutthiphong Wongchu (Director, Ban Kaeng Khro Phai School)
- Dr. Chaiwat Tangphong (Director, Secondary Educational Service Area Office Chaiyaphum)

Content validity was assessed using the Index of Item Objective Congruence (IOC) method with the following scale:

- +1 = Definitely measures the objective
- 0 = Uncertain if it measures the objective
- -1 = Definitely does not measure the objective

The formula used:

$$IOC = \frac{\sum R}{N}$$

where IOC = Index of Item Objective Congruence, R = Total scores from experts, and N = Number of experts. Items with IOC values between 0.60 and 1.00 were selected for use.

### *7.5. Revision and Pilot Testing*

Revised the questionnaire for clarity and administered a pilot test to teachers who were not part of the sample group.

### *7.6. Reliability Testing*

Analyzed the reliability of the questionnaire using Cronbach's Alpha Coefficient method (Cronbach, 1990: 202-204).

### *7.7. Final Questionnaire Implementation*

Used the finalized questionnaire for data collection with the sample group.

### *7.8. Data Collection*

For the data collection process, the researcher conducted the following steps:

1. Coordinated with the Graduate Studies Office, Faculty of Education and Liberal Arts, Suvarnabhumi Institute of Technology, to request an official letter for permission to collect research data.
2. Delivered the questionnaires along with a cooperation request letter to administrators and teachers in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2.
3. Collected and followed up on questionnaires that were not yet returned.
4. Verified the data from the completed questionnaires.
5. Analyzed the collected data.

### *7.9. Data Analysis*

The data analysis was conducted in the following steps:

1. Reviewed all returned questionnaires for accuracy and completeness, selecting only the valid ones for analysis.
2. Scored each questionnaire item based on the defined criteria.
3. Analyzed the data using a computer with statistical software, as follows:
  - 3.1 General Information Analysis: Frequency and percentage distribution of respondents by school size.
  - 3.2 Strategic Management Levels: Analyzed using mean ( $\bar{X}$ ) and standard deviation (S.D.).
  - 3.3 Comparative Analysis: Compared strategic management practices of administrators categorized by school size (small and medium schools) using the T-Test statistic.

### 7.10. Statistical Tools

1. Statistics for Instrument Quality Assessment:
  - 1.1 Index of Item-Objective Congruence (IOC): To evaluate content validity.
  - 1.2 Reliability: Assessed using Cronbach's Alpha Coefficient method (Cronbach, 1990: 202-204).
2. Statistics for Data Analysis:
  - 2.1 Percentage (%).
  - 2.2 Mean ( $\bar{X}$ ).
  - 2.3 Standard Deviation (S.D.).
3. Statistics for Hypothesis Testing:
  - 3.1 Analysis of Strategic Management Levels: Used mean ( $\bar{X}$ ) and standard deviation (S.D.) to assess administrators' strategic management practices based on teachers' perceptions.
  - 3.2 Comparative Analysis: Compared strategic management practices by school size (small and medium) using the T-Test statistic.

## 8. Research Findings

Table 2: Mean, Standard Deviation, Interpretation, and Ranking of Strategic Management Practices Based on Teachers' Perceptions (n=110)

Strategic Management Practices	Level of Performance		Interpretation	Rank
	$\bar{x}$	S.D.		
1 Environmental Analysis	4.01	0.79	High	4
2 Strategy Formulation	4.04	0.78	High	3
3 Strategy Implementation	4.08	0.76	High	2
4 Strategy Evaluation and Control	4.11	0.71	High	1
Overall ( $X_{tot}$ )	4.06	0.73	High	

From Table 2, the strategic management practices of administrators in the Bang Bo 2 School Cluster, as perceived by teachers, are rated overall and across all aspects as "High." Ranking from highest to lowest mean scores:

1. Strategy Evaluation and Control
2. Strategy Implementation
3. Strategy Formulation
4. Environmental Analysis

Table 3: Comparison of Strategic Management Practices by School Size

Strategic Management Practices	Small Schools (n=36)		Medium School (n=74)		t	p
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1 Environmental Analysis	3.01	0.44	4.52	0.28	-18.86	00
2 Strategy Formulation	3.06	0.62	4.54	0.29	-18.33	0.00
3 Strategy Implementation	3.12	0.42	4.57	0.27	-18.58	0.00
4 Strategy Evaluation and Control	3.22	0.39	4.56	0.26	-18.25	0.00

Overall ( $X_{tot}$ )	3.10	0.54	4.54	0.25	-25.40	0.00
-----------------------	------	------	------	------	--------	------

\*p < .05

From Table 3, it was found that the strategic management practices of administrators, categorized by school size, differ significantly at the .05 level. Teachers in medium-sized schools rated administrators' strategic management practices higher than those in small schools across all aspects.

## 9. Summary of Findings

1. Overall, the strategic management practices of administrators in the Bang Bo 2 School Cluster, based on teachers' perceptions, are rated as "High." Strategy Evaluation and Control ranks the highest, followed by Strategy Implementation, Strategy Formulation, and Environmental Analysis.
2. When categorized by school size, medium-sized schools demonstrate significantly higher levels of strategic management practices compared to small schools in all aspects.

## 10. Discussion of Research Findings

The findings of this research on teachers' perceptions of the strategic management practices of administrators in the Bang Bo 2 School Cluster under the Samut Prakan Primary Educational Service Area Office 2 reveal several important insights:

### 1. Overall Strategic Management Practices

The strategic management practices of administrators were rated as "High" overall and across all four dimensions:

1. Strategy Evaluation and Control (highest mean)
2. Strategy Implementation
3. Strategy Formulation
4. Environmental Analysis (lowest mean)

This highlights the importance of strategic management in achieving educational goals amidst internal and external changes. The emphasis on workshops and the development of 5-year educational plans by the governing body has contributed to the administrators' focus on analyzing internal and external environments. These actions lead to effective strategic planning and resource allocation aligned with the needs of schools, communities, and governing agencies.

### 2. Dimension-Specific Insights

#### o Environmental Analysis:

Administrators effectively utilized SWOT analysis techniques to define school vision, mission, and goals. However, creating awareness among teachers about the importance of analyzing current conditions for school improvement ranked lowest. This aligns with research by Chonthicha Romphosri (2018) and Jakkrit Panphoka (2017), which emphasize the need for comprehensive environmental analysis.

#### o Strategy Formulation:

Plans, projects, and activities were deemed clear and well-suited to the schools' contexts. Revisiting and refining strategies ensured alignment with goals, reflecting research by Thapana Chinpaisan (2017), who highlighted the importance of long-term strategic planning.

#### o Strategy Implementation:

Administrative flexibility and clear organizational structures contributed to efficient implementation. These findings align with Balian (2020), who emphasized adaptive management and transparency in strategy execution.

#### o Strategy Evaluation and Control:

Administrators effectively monitored and evaluated projects, providing actionable recommendations for improvement. This supports the findings of Thapana Chinpaisan (2017) and Thanachai Sukwanich (2017), who stressed the importance of feedback loops in strategic management.



### 3. Comparison by School Size

- Teachers in medium-sized schools rated administrators' strategic management practices significantly higher than those in small schools. This disparity could stem from differences in resource availability and organizational readiness, aligning with research by Terdsak Thongyoi (2022) and Sakda Tatsana (2021), who found that strategic management practices vary based on school size and resource context.

## 11. Recommendations

### 1. For Practice

- Administrators should raise awareness among teachers about the importance of analyzing current school conditions to improve quality across all dimensions.
- Clear delegation of responsibilities for project and activity implementation is necessary.
- Schools should create comprehensive operation manuals aligned with organizational structures.
- Assign responsible personnel to monitor and evaluate strategic implementation clearly.

### 2. For Future Research

- Investigate factors influencing strategic management in the Bang Bo 2 School Cluster.
- Explore strategic leadership behaviors of school administrators in the Bang Bo 2 School Cluster.

**Author Contributions:** All authors contributed to this research.

**Funding:** Not applicable.

**Conflict of Interest:** The authors declare no conflict of interest.

**Informed Consent Statement/Ethics Approval:** Not applicable.

## References

- Chareonwongsak, K. (2020). *Strategic Proposals for Educational Reform: Seminar on Crisis and Opportunities for Thai Educational and Social Reform*. Bangkok: Office of the National Education Commission.
- Office of the Education Council Secretariat. (2020). *Laws on National Education, Ministry of Education Administration Regulations, and Civil Service Regulations for Teachers and Educational Personnel*. Bangkok: Eleven Star Intertrade Partnership Limited.
- Sanders, D. J. (2020). *Built to Serve: The Ultimate Leadership Strategy for the Future*. Bangkok: McGraw-Hill.
- Sombun, J. (2022). *Strategies for Developing Supervisory Competency through Self-Directed Learning of Educational Supervisors under the Office of the Basic Education Commission*. Ph.D. Dissertation, Sakon Nakhon: Sakon Nakhon Rajabhat University.
- Songpayom, Y. (2022). *Strategic Management of Educational Institutions in the New Normal Era*. Ph.D. Dissertation, Silpakorn University.
- Urajachatratt, P. (2020). *New Normal*. 1st Edition. Bangkok: OKB.
- Wheelen, T. L., & Others. (2018). *Strategic Management and Business Policy: Globalization, Innovation, and Sustainability*. 15th ed. Global Edition, Pearson Education Limited: Prentice Hall.