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# The Use of Good Governance Principles Affecting the Administration of Private School Administrators in Mueang Nakhon Ratchasima District under the Office of Education, Nakhon Ratchasima Province

Parichat Rakkrathok<sup>1</sup>, Suwit Salamteh<sup>2</sup>

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

Correspondence: Parichat Rakkrathok. E-mail: Parich.rak@gmail.com

## Abstract

This study aimed to: (1) assess the level of governance principles applied by private school administrators based on teachers' perceptions in Mueang District, Nakhon Ratchasima; (2) evaluate the administrative performance of private school leaders as perceived by teachers; and (3) analyze the impact of governance principles on administrative performance. The study population comprised 1,060 teachers from 43 private schools, with a sample of 285 teachers selected through systematic random sampling. Data were collected using a questionnaire with a reliability coefficient of 0.89. Statistical methods included means, standard deviations, and multiple regression analysis. The findings revealed that: (1) governance principles were rated at a high level, with rule of law scoring the highest and efficiency the lowest; (2) administrative performance was also rated highly, with academic management receiving the highest score and budget management the lowest; (3) governance principles significantly influenced the administrative performance of school leaders. Seven key factors—efficiency, effectiveness, accountability, transparency, participation, decentralization, and consensus—were identified as significant predictors, collectively explaining 98.90% of the variance in school administration ( $p < 0.05$ ). In conclusion, integrating governance principles into school administration is recommended to enhance leadership effectiveness and support sustainable educational development.

**Keywords:** Good Governance, Administration, School Leadership

## 1. Introduction

Good governance principles play a crucial role in enhancing administrative efficiency, improving organizational credibility, and increasing institutional potential in alignment with national development strategies. These principles foster transparency, integrity, and fairness in administration (Bovornsak Uwano, 2017). Governance principles are categorized into ten key components: effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, the rule of law, equity, and consensus orientation (Office of the Public Sector Development Commission, 2009).

In the modern era, leadership requires a strong foundation in governance principles to ensure responsible and transparent management, prevent corruption, and encourage stakeholder participation. Effective administrators must embody ethical attributes, including mindfulness, honesty, justice, self-discipline, self-sacrifice, rationality, compassion, loyalty, frugality, focus, and sincerity (Somsak Suphirak, 2011). As a result, governance principles have become widely applied in various organizations, strengthening efficiency and public trust (Sutham Songsiri, 2010).

In the field of school administration, achieving success requires an effective management approach that prioritizes student benefits. Governance principles serve as a fundamental framework for educational leadership (Office of the Minister, 2015). However, contemporary school administration faces challenges arising from mismanagement, which often results in inefficiency, organizational conflicts, and a lack of trust among stakeholders (Jaruwan Surin, 2009). A review of related educational management issues reveals three key problems: (1) educational policies focus heavily on academic development while neglecting essential life skills; (2) schools increasingly function as competitive environments rather than inclusive learning spaces; and (3) the education system fails to cultivate competencies that align with policy expectations.

Furthermore, reports from the Nakhon Ratchasima Provincial Education Office highlight two significant obstacles: (1) a lack of consistent educational policy development due to decentralization and unforeseen challenges such as the COVID-19 pandemic, and (2) insufficient educational information technology infrastructure. In private schools within Mueang District, Nakhon Ratchasima, a high level of academic competition has led to increased pressure on students and heightened parental expectations. Therefore, adopting governance principles in school administration is essential to building trust and confidence among students, parents, and the broader educational community (Nakhon Ratchasima Provincial Education Office, 2018).

Based on these considerations, this study aims to explore the application of governance principles in the administration of private schools under the jurisdiction of the Nakhon Ratchasima Provincial Education Office. Specifically, the research seeks to assess the extent to which these principles are implemented and their impact on school management. The findings will provide valuable insights for administrators and relevant stakeholders, supporting improvements in educational governance and facilitating sustainable development in school administration.

## **2. Research Objectives**

1. To examine the level of governance principles applied by private school administrators based on teachers' perceptions in Mueang District, Nakhon Ratchasima.
2. To assess the administrative performance of private school leaders as perceived by teachers in Mueang District, Nakhon Ratchasima.
3. To investigate the impact of governance principles on the administrative performance of private school leaders based on teachers' perceptions in Mueang District, Nakhon Ratchasima.

## **3. Research Methodology**

This study employs the following research methodology:

### *3.1 Research Design*

This study is quantitative research (Quantitative Research).

### *3.2 Population and Sample*

The population for this study consists of 1,060 private school teachers from 43 private schools in Mueang District, Nakhon Ratchasima (Nakhon Ratchasima Provincial Education Office, 2021). The sample includes 285 private school teachers selected using the following procedure: the sample size was determined based on Krejcie and

Morgan's (1970) sample size table, followed by systematic random sampling with proportional allocation according to school size.

### 3.3 Research Instrument

The research instrument is a questionnaire developed by the researcher in alignment with the research objectives.

The questionnaire is structured using a five-point Likert scale and is divided into three sections:

Section 1: Personal demographic information.

Section 2: Governance principles applied by private school administrators in Mueang District, Nakhon Ratchasima (71 items).

Section 3: Administrative performance of private school administrators in Mueang District, Nakhon Ratchasima (47 items).

The questionnaire underwent a quality assessment by five experts to ensure its validity and reliability.

### 3.4 Data Collection Procedure

The data collection process follows these steps:

1. The researcher obtains a letter of cooperation request from Suvarnabhumi Institute of Technology to seek approval for data collection from private school administrators.
2. The letter is presented to private school administrators in Mueang District, Nakhon Ratchasima, for approval and permission to distribute the questionnaire.
3. The completed questionnaires are collected and checked for completeness.
4. The responses are scored according to the research objectives and prepared for data analysis.

### 3.5 Data Analysis and Statistical Methods

The collected data is analyzed using statistical software. The statistical methods used include:

1. Descriptive statistics: Mean and Standard Deviation (S.D.)
2. Inferential statistics: Hypothesis testing is conducted using Multiple Regression Analysis (MRA) to determine relationships between variables.

## 4. Research Findings

The research findings indicate the following:

The analysis of governance principles applied by private school administrators in Mueang District, Nakhon Ratchasima, both overall and by specific aspects, is summarized in Table 1.

Table 1: Mean and Standard Deviation of Governance Principles Applied by Private School Administrators in Mueang District, Nakhon Ratchasima (Overall)

n=285

	Governance Principle	Level of Implementation		Interpretation	Rank
		$\bar{x}$	S.D.		
1.	Effectiveness	4.05	0.80	High	10
2.	Efficiency	3.94	0.94	High	7
3.	Responsiveness	3.93	0.93	High	8
4.	Accountability	4.03	0.86	High	4
5.	Transparency	4.03	0.85	High	3
6.	Participation	4.01	0.87	High	5
7.	Decentralization	3.90	0.98	High	9
8.	Rule of Law	4.12	0.78	High	1
9.	Equity	4.08	0.77	High	2

10.	Consensus Orientation	4.00	0.90	6
<b>Overall (<math>X_{tot}</math>)</b>		<b>4.01</b>	<b>0.84</b>	<b>High</b>

From Table 1, it was found that the overall and individual aspects of the implementation of good governance principles by private school administrators in Mueang Nakhon Ratchasima District were at a high level. The highest mean score was for the Rule of Law principle, followed by the Equity principle, while the lowest mean score was for the Effectiveness principle.

2. The results of the data analysis on the collaboration among teachers in private schools in Mueang Nakhon Ratchasima District, both overall and in specific aspects, are presented in Table 2

Table 2: Mean and Standard Deviation of School Administration by Private School Administrators in Mueang Nakhon Ratchasima District (Overall) ( $Y_{tot}$ )

n=285

Administration of School Leaders	Level of Opinion		Interpretation	Rank
	$\bar{x}$	S.D.		
1. Academic Administration	3.95	0.92	High	1
2. Budget Administration	3.51	0.99	High	4
3. Personnel Administration	3.89	0.98	High	2
4. General Administration	3.89	0.99	High	3
<b>Average (<math>Y_{tot}</math>)</b>	<b>3.81</b>	<b>0.98</b>	<b>High</b>	

From Table 2, it is found that the overall and individual aspects of the administration of school leaders in private schools in Mueang Nakhon Ratchasima are rated at a high level. The highest average score is for academic administration, followed by personnel administration, and the lowest is for budget administration.

3. The results of the analysis on the application of governance principles affecting the administrative performance of private school leaders in Mueang Nakhon Ratchasima are shown in Table 3.

Table 3: Presents the results of the multiple regression analysis of the variables used to predict the application of governance principles that impact the administration of private school leaders in Mueang Nakhon Ratchasima.

Predictive Variable	Unstandardized Coefficients		standardized Coefficients	t	Sig
	$\hat{\beta}$	Std. Error	Beta		
(Constant)	-0.607	0.056		-10.749	.000*
1. Effectiveness	0.89	0.020	0.073	4.513	.000*
2. Efficiency	-1.647	0.082	-1.595	-20.194	.000*
3. Accountability	0.881	0.061	0.780	14.506	.000*
4. Transparency	0.840	0.088	0.737	9.539	.000*
5. Participation	-1.072	0.090	-0.959	-11.948	.000*
6. Decentralization	0.89	0.020	0.073	4.513	.000*
7. Consensus Orientation	0.901	0.071	0.829	12.682	.000*
R = 0.989 R <sup>2</sup> = 0.995 Adjusted R <sup>2</sup> = 0.989 S.E.b. = 0.102 F = 91.42 p = .000					

\* the result is statistically significant at the 0.05 level.

From Table 4.18, it shows that the governance variables selected in the model, in order, are effectiveness, efficiency, accountability, transparency, participation, decentralization, and consensus-building. The multiple correlation coefficient is .995, and the predictive efficiency is 0.989. This means that the seven variables together predict 98.90% of the school management performance of school leaders in private schools in Mueang Nakhon Ratchasima with statistical significance at the .05 level.

## 5. Discussion of Results

### *5.1. Research Results on the Use of Good Governance Principles and Their Impact on the Management of Private School Administrators in Mueang Nakhon Ratchasima District, under the Nakhon Ratchasima Provincial Education Office*

Overall, the results show that the use of good governance principles in the management of private school administrators was rated highly. This could be due to the administrators prioritizing the collective good over personal interests, addressing issues within the schools, and making improvements. This aligns with the research of Surasak Phanthura (2016), who studied the relationship between management according to good governance principles, and found that good governance, being a well-established management approach, is essential in educational management to achieve efficiency, effectiveness, and organizational development. Therefore, it is crucial to adopt good governance principles for school management to ensure proper management of school resources and contribute to the overall development of the organization.

#### 5.1.1 Research Results on the Use of Good Governance Principles in the Area of the Rule of Law

The highest average was observed in this area. This could be due to administrators' awareness of the importance of clear governance based on the law without discrimination, leading to ethical management. Such practices ensure transparency, fairness, and equality, fostering a participatory atmosphere within the school, which ultimately leads to high levels of satisfaction. This is in line with the research by Theerakiat Thodtonphum (2017), who found that good governance in the management of educational areas also reflected a high level of implementation.

#### 5.1.2 Research Findings on the Use of Good Governance Principles in the Area of Effectiveness

The lowest average was recorded here. This may be because administrators did not provide sufficient opportunities for team members to participate or encourage them to express their opinions. This aligns with the research of Suchart Singhsamrong (2019), who examined techniques for improving organizational effectiveness. His research showed that organizational effectiveness depends on factors such as resource utilization, member satisfaction, and investment in human resources, especially training and development.

### *5.2 Research Results on the Management of Private School Administrators in Mueang Nakhon Ratchasima District*

The overall results were rated highly, likely due to clear, coordinated management practices that involve all four parties to ensure success. This corresponds to the findings of Rungtiwa Klathmuk and Chuan Pharangkul (2021), who studied the collaboration among teachers in local administrative schools, noting that working together and communication was essential for achieving organizational goals.

#### 5.2.1 Research Results on Academic Management

The highest average was observed in this area, which can be attributed to continuous curriculum development and learning processes with the cooperation of all school teachers. Proper planning and collaborative work led to the success of their efforts. This aligns with the research of Aritsara Umsin (2017), which emphasized the importance of team coordination, systematic work, and ongoing professional development to significantly impact students' academic achievements.

#### 5.2.2 Research Results on Budget Management

The lowest average was observed here. This may be due to issues related to procurement transparency and unclear internal audit processes, lack of diversified resource management methods, and delayed or inadequate communication. This corresponds to the research of Suwanna Pongphongphool (2015), who found that communication problems within organizations are often caused by multiple factors affecting successful information dissemination.

### *5.3 Results of Research on the Predictive Variables for the Use of Good Governance Principles Impacting School Management*

The research identified seven key variables, in order: effectiveness, efficiency, responsibility, transparency, participation, decentralization, and consensus-building. These factors together explain 98.90% of the variance in the use of good governance principles impacting the management of private school administrators in Mueang Nakhon Ratchasima, with statistical significance at the 0.05 level. This suggests that administrators' focus on effectiveness and responsibility influences organizational outcomes and decision-making processes to continuously improve quality. These findings support the goal-setting theory of Yukl (1989), which emphasizes the importance of clear role definition, support for effort, and transparency in rewarding outcomes.

#### 5.3.1 Findings on the Impact of Decentralization

Decentralization was found to be the most significant predictor of school management, possibly because administrators and teachers collaborated to address community needs by decentralizing power to those closest to the stakeholders. This allowed quicker problem-solving and more community involvement in school development. This is in line with the research by Komkrit Prakarasang (2016), who found that modern school management encourages community participation to benefit students, where leaders foster good relationships and teamwork rather than top-down directives.

#### 5.3.2 Findings on the Impact of Transparency

Transparency was found to be the least significant predictor. This may be because administrators have not fully developed effective processes for identifying and solving problems in a comprehensive manner, including gathering diverse viewpoints for problem-solving and ensuring communication with stakeholders. This is in line with the research by Rungtiwa Klathmuk and Chuan Pharakkul (2021), which found that some administrators did not prioritize feedback from staff or motivate their subordinates to innovate or improve work processes, leading to a lack of clear mutual understanding in activities.

## **6. Summary/Recommendations**

The study on the use of good governance principles and their impact on the management of private school administrators in Mueang Nakhon Ratchasima concludes as follows:

1. Overall, the use of good governance principles by private school administrators in the area is rated highly because they implement management practices that prioritize collective interests, listen to stakeholders' opinions, and solve problems promptly.
2. The management of private school administrators is highly effective due to the well-coordinated efforts of all involved parties, ensuring that educational policies are implemented and continuously improved.
3. The study identifies seven predictive variables, which together explain a significant portion of the variance in governance practices, ensuring that all aspects of school management are effectively handled.

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