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Guidelines for Developing the Roles of School Administrators in Internal Supervision of Schools within the Bangkok Primary Educational Service Area Office

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Abstract

This research aims to 1) examine the priority needs related to the roles of school administrators in the internal supervision of schools within the Bangkok Primary Educational Service Area Office and 2) develop guidelines for effectively enhancing these roles. This study employed a mixed-methods approach in two phases. Phase 1 assessed the priority needs related to school administrators' roles in internal supervision, using a sample of 291 teachers selected through multistage random sampling. Data analysis included descriptive statistics and the Modified Priority Needs Index (PNI_{modified}). Phase 2 focused on identifying practical development guidelines through semi-structured interviews with nine educational experts, which were analysed via content analysis. The results indicate that the overall priority for improving school administrators' internal supervision roles was high. The most urgent need was classroom action research, followed by professional development, group collaboration, direct teacher support, and curriculum development. Based on these identified needs, this study proposes guidelines consisting of five core components: instructional leadership, collaborative participation, teacher capacity building, life-long learning, and the promotion of technology and innovation. Future research should focus on the practical implementation and evaluation of these proposed guidelines through action research in real-world school settings. Additionally, expanding the study's scope to other educational service areas for comparative analysis and conducting in-depth research specifically targeting the promotion of classroom action research—which was identified as the most urgent priority—are highly recommended.

Keywords: School Administrators, Internal Supervision, Educational Supervision, Priority Needs, Guidelines, Instructional Leadership, Mixed-Methods Research.

Introduction

The development of basic education quality in the contemporary era necessitates a primary focus on comprehensively enhancing the quality of learners. This encompasses knowledge, life skills, and desired characteristics aligned with the Basic Education Core Curriculum. 2551 (A.D., 2008) and the Revised Learning Standards and Indicators, B.E. 2560 (A.D., 2017). These frameworks emphasise essential 21st-century competencies and skills, such as analytical thinking, lifelong learning, and creative application of digital technology. Furthermore, Section 4 of the National Education Act, B.E. 2542 (A.D., 1999) and its amendment (No. 4) B.E. 2562 (A.D., 2019) stipulates that education is a learning process for the continuous growth of individuals and society, requiring

an environment that fosters lifelong learning. Consequently, improving the quality of student learning relies on effective management processes, instructional leadership, and robust internal supervision systems as the key drivers.

The Bangkok Primary Educational Service Area Office is an agency under the Office of the Basic Education Commission, Ministry of Education, Thailand, which is responsible for promoting and overseeing the educational quality of schools within its jurisdiction. It operates in accordance with the National Strategy (2018–2037), which prioritises comprehensive human resource development, reducing inequality, and enhancing public sector management efficiency. Nevertheless, Bangkok, as a capital city undergoing rapid socioeconomic shifts, still faces educational disparities that affect students' access to quality education. Within this highly diverse context of resources, environment, and community ways of life, establishing clear and appropriate guidelines for administrative roles is paramount. This enables administrators to transcend into “Empowered Supervisory Leaders” who can authentically drive educational quality ([Junjamfar & Kulrattanakrak, 2024](#)).

Despite efforts to elevate these roles, performance monitoring indicates that some educational institutions still lack effective supervision systems, and administrators have yet to clearly demonstrate their roles as leaders in academia. This has resulted in teacher development and student learning outcomes falling short of the expected targets ([McGhee, 2020](#)). While previous studies have examined instructional leadership and internal supervision independently, there is a significant research gap regarding the lack of an integrated framework. The current literature rarely synthesises Professional Learning Communities (PLCs), classroom action research, and digital technology integration into a singular, practical guideline. Furthermore, there is a critical absence of models specifically tailored to the highly diverse socioeconomic and post-pandemic contexts of the Bangkok Primary Educational Service Area Office. Addressing this gap is essential for transforming administrators from traditional controllers into empowered academic leaders capable of driving sustainable educational quality improvement.

Therefore, this study aims to establish clear developmental guidelines suited to the context of the Bangkok Primary Educational Service Area Office. The objective is to improve the quality of educational management and provide a framework for developing school administrators' roles in internal supervision, ensuring they are ready for change and capable of sustainably improving educational standards, leading to efficient school management and maximum effectiveness within each institution.

Research Objectives

1. To examine the key needs related to the roles of school administrators in the internal supervision of schools within the Bangkok Primary Educational Service Area Office.
2. To develop guidelines for the roles of school administrators in the internal supervision of schools within the Bangkok Primary Educational Service Area Office.

Research Questions

1. What are the key needs related to the roles of school administrators in the internal supervision of schools within the Bangkok Primary Educational Service Area Office?
2. What are the guidelines for developing the roles of school administrators in the internal supervision of schools within the Bangkok Primary Educational Service Area Office?

Conceptual Framework

The research titled “Guidelines for Developing the Roles of School Administrators in Internal Supervision of Schools within the Bangkok Primary Educational Service Area Office” was conducted through a comprehensive review of relevant literature and research papers. The study utilized a synthesis of conceptual frameworks from various scholars, including [Phimkhiri & Siriket \(2020\)](#), [Bureeruk & Onsompant \(2020\)](#), [Sukcharoen \(2022\)](#), [Nakau & Kaewmano \(2026\)](#), [Aimchuen \(2023\)](#), [Nima \(2024\)](#), [Muanthong & Suwansumrit \(2024\)](#), and [Mamo & Nigussa \(2019\)](#), as illustrated in Figure 1.

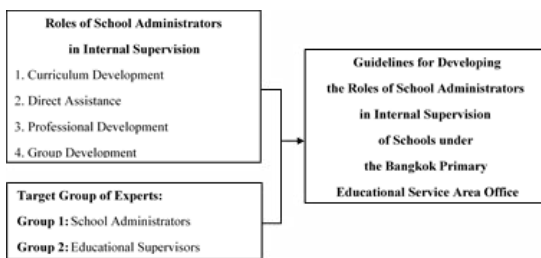


Figure 1 Conceptual Framework

Methodology

This study employed a mixed-methods research design divided into two phases to ensure a comprehensive and robust analysis. A mixed-methods approach was deliberately selected to bridge quantitative breadth with qualitative depth. Phase 1 utilised a quantitative approach to objectively identify and prioritise precise needs within the current internal supervision landscape. Subsequently, Phase 2 employed a qualitative approach through expert interviews to explore actionable solutions, thereby transforming the statistical gaps identified in Phase 1 into practical, context-specific guidelines for development. This integration enhances the validity and practical applicability of the research findings.

Phase 1: Quantitative Research

Population and Sample

The population for this research consisted of 1,117 civil service teachers currently practicing in 37 schools under the Bangkok Primary Educational Service Area Office (2025).

The sample size was calculated at a statistical significance level of .05 (Cohen, Manion, and Morrison, 2018), resulting in 291 participants. The subjects were selected through multi-stage random sampling method. First, stratified random sampling was used to divide civil service teachers into three school network groups. One group was randomly selected, comprising 12 schools, and simple random sampling was then used to reach the final sample size of 291 individuals.

Research Instruments

The instrument used for data collection was a questionnaire on the current and desired conditions of school administrators' roles in internal supervision

within schools in the Bangkok Primary Educational Service Area Office. The questionnaire used a five-point rating scale (Likert, 1967).

Quality Examination of the Instrument

1. **Content Validity:** The constructed questionnaire was reviewed by five experts to assess its quality in terms of content validity, coverage, clarity, and accuracy of language. The Item Objective Congruence (IOC) index was used, with all items scoring above 0.6. The questionnaire included 50 items.
2. **Reliability:** The researcher revised the questionnaire based on expert recommendations and conducted a pilot test with a group of 30 individuals who had similar characteristics to the sample but were not part of it. The results were analysed to assess reliability by calculating Cronbach's alpha (α). The reliability coefficients for the current and expected conditions were .972 and .989, respectively.

Data Analysis

The data collected from the questionnaire responses were analyzed using descriptive statistics by calculating the mean ($\bar{X}$) and standard deviation (S.D.). The priority needs concerning the roles of school administrators in internal supervision within schools in the Bangkok Primary Educational Service Area Office were analysed by computing the modified Priority Needs Index ($PNI_{modified}$) (Wongwanich, 2019) for both the current and desirable conditions.

Phase 2: Qualitative Research

Sample and Research Instrument

The research instrument was a semi-structured interview based on the participants' experiences. The participants included nine individuals, such as school administrators and educational supervisors, who were selected through purposive sampling. The goal was to develop guidelines for school administrators' roles in internal supervision within the Bangkok Primary Educational Service Area Office. The instrument was created based on the modified Priority Needs Index ($PNI_{modified}$), derived from the Phase 1 results.

Data Collection

Data on the development guidelines for the roles of school administrators in internal supervision in schools within the Bangkok Primary Educational Service Area Office were collected by the researcher by sending formal letters requesting interviews and data collection from qualified experts. Appointments regarding the date, time, and venue were arranged to facilitate the provision of information, and interviews were conducted within the specified timeframe.

Data Analysis

The data obtained from the interviews were analysed using Content Analysis, following the approach of [White and Marsh \(2022\)](#), to categorise them systematically into components. Frequency distribution was used to identify the most common issues, aligning with the idea of combining qualitative and quantitative data. The five components with the highest frequency were then used to develop guidelines for school administrators' roles in internal supervision within the Bangkok Primary Educational Service Area Office.

Research Results

Phase 1: Quantitative Research

The quantitative analysis of priority needs related to school administrators' internal supervision roles yielded an overall modified Priority Needs Index (PNI_{modified}) of 0.2892. When evaluated by specific aspects, Action Research exhibited the highest priority need ($PNI_{\text{modified}} = 0.2992$), followed closely by Professional Development, Group Development, Direct Assistance, and Curriculum Development. The prominent emergence of Action Research as the most urgent need suggests a critical gap between current administrative practices and the expected utilisation of empirical data for instructional improvement. This indicates that teachers currently require significantly more structured support and resources from administrators to systematically investigate and address real classroom challenges, whereas basic curriculum development, ranked as the lowest priority, appears to be comparatively well managed.

Table 1 The Priority Needs of School Administrators' Roles in Internal Supervision within Schools in the Bangkok Primary Educational Service Area Office

Roles of School Administrators in Internal Supervision	Current State (D)			Expected State (I)			PNI modified	Order of Priority Needs
	x	S.D.	Level	x	S.D.	Level	x	x
1. Curriculum Development	3.90	0.47	High	4.94	0.22	Highest	0.2699	5
2. Group Development	3.82	0.47	High	4.94	0.25	Highest	0.2932	3
3. Direct Assistance	3.85	0.47	High	4.95	0.21	Highest	0.2891	4
4. Action Research	3.81	0.49	High	4.95	0.21	Highest	0.2992	1
5. Professional Development	3.83	0.50	High	4.96	0.22	Highest	0.2950	2
Overall	3.84	0.48	High	4.95	0.22	Highest	0.2892	

Phase 2: Qualitative Research

The Guidelines for Developing the Roles of School Administrators in Internal Supervision in Schools within the Bangkok Primary Educational Service Area Office were based on the Phase 1 research findings. These findings include the current conditions, expected conditions, and priority needs. The researcher selected the top three issues with the

highest Priority Needs Index (PNI_{modified}) in each area to serve as interview questions for the nine experts. These experts proposed guidelines for developing the roles of school administrators in internal supervision within the Bangkok Primary Educational Service Area Office. The details are as follows.

1. Instructional Leadership involves administrators clearly demonstrating academic leadership,

having a vision for setting goals and enhancing the quality of learning, and encouraging teachers to participate in planning and ongoing improvement of instructional management. This includes developing teachers' capacities through supervision that promotes collaborative learning, fostering a culture of lifelong learning within the school, and integrating technology and innovation to promote sustainable and modern learning.

2. Collaborative Participation involves administrators creating opportunities for teachers, students, parents, communities, and network partners to engage at every stage of educational management, emphasising transparent two-way communication and mutual understanding. Administrators should encourage teamwork and implement Peer Coaching and Professional Learning Community (PLC) processes to strengthen the teaching profession and promote a culture of collaborative learning. Additionally, technology should be used for supervision, such as online meetings and systematic follow-ups, to ensure that supervision yields tangible and sustainable results in the school setting. This approach embodies academic leadership grounded in participatory principles and enhances educational quality.
3. Teacher Capacity Building involves developing teachers' potential as a key role of school administrators in improving the quality of learning through internal supervision as a guiding tool. This includes planning training sessions, organising knowledge-sharing activities, and promoting the use of technology to foster innovation in the workplace. Administrators should act as models of lifelong learning, communicate creative ideas, and foster an environment supportive of sustainable development while genuinely encouraging teachers to participate in collaborative learning. This helps teachers to effectively enhance instructional management and stay current with changes in education.
4. Lifelong Learning involves school administrators actively demonstrating their commitment by serving as role models in the pursuit of knowledge and encouraging teachers to continuously

improve their academic and professional skills. Administrators should systematically organise training sessions, development opportunities, and knowledge-sharing activities and support teachers in conducting classroom research and applying research findings to enhance instruction. Additionally, technology and innovation should be employed to sustainably enhance teachers' capacity.

5. Technology and Innovation emphasises the importance of technology and innovation as key roles for school administrators today. Administrators must establish systems and allocate resources to support the effective integration of technology in learning and supervision. They should assist teachers in developing digital skills, fostering instructional innovation, and sharing experiences through various academic forums. Additionally, administrators should act as role models in pursuing new knowledge, encourage a culture of lifelong learning, and inspire teachers to use technology to enhance the quality of education.

Guidelines for Developing the Roles of School Administrators in Internal Supervision of Schools within the Bangkok Primary Educational Service Area Office, based on findings from Phase 1, include: 1) Instructional Leadership, where administrators demonstrate their roles as academic leaders. 2) Collaborative Participation, where administrators promote, support, and systematically create opportunities for teachers, students, parents, communities, and educational partners to participate. 3) Teacher Capacity Building, focusing on continuously improving teachers' competencies. 4) Lifelong Learning: fostering an organizational culture open to learning, with administrators serving as role models and encouraging ongoing development among teachers and staff. 5) Technology and Innovation, which involves promoting and integrating information technology and educational innovations into administration and instruction, as shown in Figure 2.



Figure 2 Guidelines for Developing the Roles of School Administrators in Internal Supervision of Schools within the Bangkok Primary Educational Service Area Office

Discussion

The findings on the current and desired conditions of school administrators' roles in internal supervision at the Bangkok Primary Educational Service Area Office, using the modified Priority Needs Index (PNI_{modified}), showed that the overall current conditions were high. When examined by aspect, all aspects scored high. Overall, the desirable conditions were at the highest level. The PNI_{modified} for the role of school administrators in internal supervision was 0.2892 overall. By aspect, the highest Priority Needs Index was in Action Research, followed by Professional and Group Development. When considering the specific components, the findings can be discussed by dimensions as follows:

Quantitative Research revealed that the overall conditions were high, with desirable conditions at the highest level. The overall modified Priority Needs Index (PNI_{modified}) was 0.2992. This is because administrators must support teacher development by addressing problems in real classroom settings, using research to build knowledge, improve instructional methods, and promote systematic analytical thinking. It is also a key mechanism for quality internal supervision, enabling administrators to analyse empirical classroom data and to provide effective feedback. Administrators provide knowledge, guidance, and direction for research aligned with learners' contexts, encourage the application of research findings to improve instruction, organise forums for the sharing of academic knowledge, support research budgets, and collaborate with external experts to deepen

understanding. They foster teachers' appreciation of the importance of research for professional growth and sustainable student achievement. These findings align with Sombatiwong and Silalai, who indicated that teachers perceive these roles as highly important. They also agree with [Sirichokcharoen's \(2022\)](#) findings: administrators promoted teachers' use of innovations in instructional management and problem-solving, developed instructional management through research processes, provided budget and resource support, transferred knowledge about classroom research, and encouraged teachers to implement innovations to address and improve issues through research. These findings are consistent with [Amihan and Quines \(2025\)](#), who showed high levels of administrative support (covering emotional, environmental, instructional management, and technological aspects), teachers' research competence, and attitudes toward research. Additionally, a statistically significant relationship was found among administrative support, attitudes toward research, and teachers' research competence. The evidence that administrators play a vital role in supporting and encouraging classroom research aligns with [Li et al. \(2024\)](#), who found that when organisations or administrators establish support systems for collaborative research, it not only helps solve classroom issues during crises but also fosters a sustainable, professional learning community. Consequently, teachers develop greater confidence and improved competence in instructional management, even when resources are limited or the circumstances are abnormal.

Professional Development found that the current conditions were, overall, at a high level. The desirable conditions were overall at the highest level. The overall Modified Priority Needs Index (PNI_{modified}) was 0.2950. This is because professional development is a significant component of internal supervision, reflecting the role of school administrators as learning leaders who promote, support, and create opportunities for teachers and staff to continuously develop their knowledge, skills, and attitudes. This ensures alignment with societal changes and the desirable qualities of learners in the 21st century. Administrators are responsible for creating opportunities for teachers to

participate in academic activities, training, meetings, and seminars, providing guidance, and facilitating access to resources and knowledge. To prepare for effective internal supervision, promote knowledge management, encourage knowledge exchange, and support teachers in pursuing further studies or producing academic works for professional growth, administrators should jointly conduct performance evaluations among themselves, teachers, and staff, as well as strengthen teachers' morale in professional development to improve the overall school quality. These findings align with [Nakau and Kaewmano \(2026\)](#), who found that it was high overall. This finding is consistent with that of [Phimkhiri and Siriket \(2020\)](#), who found that the overall level was high. Furthermore, this aligns with [Kilag and Sasan \(2023\)](#), who emphasised that instructional leaders play a crucial role in promoting teachers' learning and development. Administrators play an important role in supporting teachers' professional growth, and positive relationships between teachers and administrators should be promoted. Continuous professional development opportunities should be provided to foster teachers' professional growth, helping to establish a culture of ongoing learning and development within schools, which ultimately enhances student learning outcomes. This is consistent with [Guo et al. \(2025\)](#), who identified instructional leadership as a key factor in cultivating a learning culture and confirmed that administrative support directly influences teachers' confidence and motivation to develop their professional capacities, ultimately improving students' learning outcomes.

Group Development found that the current conditions were overall at a high level. The desirable conditions were overall at the highest level. The overall Modified Priority Needs Index ($PNI_{modified}$) was 0. 0.2932. This is because supervision is not merely the role of administrators in controlling or evaluating performance; rather, it is a process that requires cooperation, mutual understanding, and teamwork with teachers and staff, especially in terms of reflecting on instructional management and exchanging opinions. Therefore, school administrators must promote collaboration among teachers by fostering an understanding of the organisation's shared goals, creating an atmosphere

of trust, encouraging participation in operations, promoting knowledge exchange, and organising activities that foster teamwork. This also includes managing conflicts constructively, listening to all parties' concerns with fairness, and establishing positive organizational discipline in which personnel respect rules and regulations through participation, thereby sustaining relationships and unity within the organisation. This aligns with [Boonmak and Tritrishual's \(2021\)](#) research, which found that administrators' opinions regarding their roles in internal supervision in schools, overall and by aspect, were high. This also aligns with Nima (2024), who studied the internal supervision of school administrators and found it to be high. Furthermore, this is consistent with the findings of [Subagio et al. \(2024\)](#) studied Collaborative Academic Supervision as an effort to optimise teacher performance in the independent curriculum, stating that collaborative academic supervision is an important mechanism for enhancing teachers' performance, especially in the context of curriculum changes that require flexibility and teamwork. This is consistent with the findings of [McTigue et al. \(2024\)](#), who stated that support from school leaders affects teachers' engagement, particularly when administrators emphasise teachers' belief systems and perceptions within collaborative work processes. This fosters an understanding of shared organizational goals and creates an atmosphere of trust for sustainable collaboration.

Guidelines for Developing the Roles of School Administrators in Internal Supervision of Schools within the Bangkok Primary Educational Service Area Office are as follows: 1) Instructional Leadership: Administrators must possess a vision, establish clear educational quality goals, plan proactive supervision, provide constructive feedback, and serve as role models for professional development. 2) Collaborative Participation: Reduce top-down directives and shift toward creating safe spaces for exchanging opinions, utilise PLC and Peer Coaching processes, and provide opportunities for all sectors to participate in supervision. 3) Teacher Capacity Building: Focus on systematically and continuously enhancing teachers' competencies through training, lesson-learned extraction, and resource support to

enable teachers to improve instruction sustainably.

4) Lifelong Learning: Create an open organizational culture that encourages personnel to develop themselves comprehensively in both academic and life skills, including support for conducting research on teaching and learning.

5) Technology and Innovation: Apply digital technology in managing supervision systems (such as online monitoring) to reduce workload, increase efficiency, and encourage teachers to use innovation in instructional management. Therefore, the role of administrators as instructional leaders is crucial for developing internal supervision. Administrators must possess a vision, establish clear goals, and systematically plan, monitor, and evaluate the instructional management. Administrators should also serve as role models for academic development alongside teachers. The collaborative participation approach involves providing opportunities for teachers, students, parents, and network partners to participate in the supervision process, fostering a sense of ownership, shared thinking, joint development, and mutual reflection. This will strengthen supervision through cooperation within schools. Teacher capacity building is a core element that administrators must continuously promote and support in both professional skills and instructional concepts, using supervision as a collaborative learning process rather than merely an inspection mechanism. Meanwhile, lifelong learning will help drive the creation of a new learning culture within the school, with administrators serving as role models and encouraging teachers to continuously develop themselves while jointly planning with specific goals. Finally, adopting new perspectives on technology and innovation enables administrators to encourage teachers to integrate digital technology into instructional management and supervision systems, increasing the convenience and speed of providing supervision feedback. This enhances operational efficiency through continuous improvement, revision, and self-development and enables adaptation to various situations by listening to the opinions of all parties. Genuine collaborative reflection, rather than reliance solely on administrative authority, provides greater opportunities to enhance the success of teachers and schools than traditional approaches. This is

consistent with the research of [Samransuk \(2025\)](#), who findings revealed that the “I-SMILE Model” for developing internal supervision processes in schools consists of six key principles: 1) Instruction-based Leadership as the driver of the process (I - Instruction-based Leadership), 2) System Thinking in process design (S - System Thinking), 3) Moral Support for supervisees (M - Moral Support), 4) Innovative approaches to supervision (I - Innovative Approach), 5) Building a Professional Learning Community (L - Learning Community), and 6) Evidence-based decision-making (E-Evidence-based Practice). This is also consistent with [Chaitep et al. \(2023\)](#), who found that school administrators must possess knowledge, readiness, experience, attentiveness, the ability to provide consultation, facilitate services, and communicate with teachers in a trustworthy manner, collaboratively solve problems, and jointly plan development to enhance teachers’ competencies in all aspects so that they can perform effectively. Furthermore, this is consistent with Chantana, whose findings revealed that the roles of internal supervision of school administrators consist of: 1) leadership, 2) human relations, 3) personnel development, 4) morale and encouragement, and 5) school curriculum development. This is also consistent with [Astuti et al. \(2024\)](#), whose findings indicate that guidelines for developing school administrators’ roles emphasise academic leadership in relation to internal school supervision. Moreover, consistent with [Shaked and Schechter \(2020\)](#), who suggested that improving school effectiveness requires Systems Thinking Leadership. Furthermore, administrators’ promotion of participation through the PLC process and the provision of safe spaces for exchanging ideas align with the recommendation that systems thinking enables administrators to manage complexity within schools more effectively. This is achieved by coordinating collaboration among personnel and efficiently mobilising resources, ultimately creating new learning cultures within schools and enhancing overall educational quality sustainably.

Conclusion

The study concludes that there is a strong need to develop the roles of school administrators in internal supervision within schools under the

Bangkok Primary Educational Service Area Office. Specifically, Classroom Action Research emerged as the highest-priority need ($PNI_{\text{modified}} = 0.2992$), indicating a crucial need for administrators to transition from traditional supervisors to research supporters and academic leaders who use empirical data to address classroom challenges. To achieve sustainable development in internal supervision, this study proposes a comprehensive five-pillar guideline: Instructional Leadership, Collaborative Participation, Teacher Capacity Building, Lifelong Learning, and Technology & Innovation. By shifting from top-down command structures to a culture of collaborative support, shared learning spaces (such as PLC), and digital integration, administrators can effectively drive continuous self-development among teachers and sustainably elevate overall educational quality.

Recommendations Conclusion

Practical Recommendations

Short-Term Practical Recommendations

1. Integrate action research into strategic plans: As Classroom Action Research was identified as the highest priority need ($PNI_{\text{modified}} = 0.2992$), administrators must transition from passively encouraging research to actively facilitating it. Schools should mandate the inclusion of action research in their annual strategic quality development plans, ensuring that teachers have the necessary resources, mentorship, and time to systematically address real classroom challenges.
2. Proactively driving curriculum adaptation, although ranked as the lowest priority need ($PNI_{\text{modified}} = 0.2699$), continuous curriculum development remains foundational. Administrators should actively facilitate teachers' access to current student data and community insights, ensuring that the curriculum is systematically updated to integrate information technology and align with modern pedagogical needs.

Long-Term Practical Recommendations

1. Redesign administrator training programs: The Bangkok Primary Educational Service Area Office should officially adopt the proposed

five-pillar guidelines (Instructional Leadership, Collaborative Participation, Teacher Capacity Building, Lifelong Learning, Technology, and Innovation) as a core framework for pre-service and in-service training programs for school administrators.

2. Cultivating a culture of collaborative leadership: The role of administrators must formally shift from traditional "controllers" to "change leaders". This can be achieved by structurally embedding Professional Learning Communities (PLCs) and digital technology into the school's standard internal supervision protocols, fostering a sustainable environment of trust, the use of empirical data, and peer collaboration.

Policy Recommendations

The Bangkok Primary Educational Service Area Office should explicitly incorporate the "Five-Pillar Guideline" into its strategic educational quality assurance policy. Instead of reiterating school-level practices, policymakers must allocate targeted funding and structural support specifically for systemic digital integration and cross-school Professional Learning Communities (PLCs). Furthermore, key performance indicators (KPIs) for evaluating school administrators should be officially revised to weigh "Instructional Leadership" and the facilitation of empirical classroom action research as primary metrics for career advancement, thereby mandating a definitive shift from traditional administrative control to academic facilitation.

Recommendations for Further Research

Guidelines for developing the roles of school administrators in the internal supervision of schools should be implemented in practice to test the instruments, and the evaluation results should be used to refine and further improve the guidelines for developing the roles of school administrators in the internal supervision of schools.

Further studies should examine the roles of school administrators in internal supervision in other affiliations, such as school administrators under the Bangkok Metropolitan Administration, school administrators under the Department of Local Administration, and school administrators under

the Office of the Private Education Commission, to maximise the effectiveness of school administrators' roles in the internal supervision of schools.

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