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The current issue features articles that address significant topics in the fields of education, social sciences, and arts. A total of five articles are presented, comprising four research articles and one academic articles. Each contribution offers valuable insights that advance academic development and support practical applications. **The first article** is "Depression in Adolescents Early Warning Signs and School-Based Interventions". **The second article** is "Participatory Management Model That Enhances Teachers' Competence in Classroom Research to Develop Student Quality at Ban Pa School (Billasapachasan) Under the Jurisdiction of The Phitsanulok Primary Education Service Area Office 1". **The third article** is "Political Ideology of Pheu Thai Party Leaders and Determinants of Their Decision to Support Party Candidates in Sukhothai Province". **The fourth article** is "Guidelines for Public Service Development through One-Stop Services toward Digital Local Government". **The fifth article** is "Design of Artistic Patterns for Reed Mat Bag Products Inspired by the Art Exhibition of Royal Paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, from the "Diversity of

Forms, Diversity of Lives" Collection: A Case Study of Community Products in Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province".

The editorial team of Nakhon Ratchasima Journal of Humanities and Social Sciences (NJHSS) would like to express our sincere gratitude to all of authors for their contributions, as well as to the esteemed reviewers for their valuable guidance that help maintain the high quality and standard of our journal.

We sincerely hope that this issue will be beneficial to all readers and serve as an inspiration for further study and research in the future.

Thank you all for supporting our journal.

(Dr. Teerawat Karnsopa)
Editor of Nakhon Ratchasima Journal of
Humanities and Social Sciences

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Depression in Adolescents: Early Warning Signs
and School-Based Interventions

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Abstract

Adolescent depression is a pressing global concern with serious consequences for emotional, cognitive, and social development. Early warning signs, including academic decline, social withdrawal, fatigue, and negative self-talk, are frequently overlooked due to stigma and atypical presentation. Schools, as daily points of contact with adolescents, are uniquely positioned to play a central role in early detection and intervention. This article clarifies diagnostic criteria, analyzes emotional, behavioral, physical, and cognitive indicators, and examines biological, psychological, and social risk factors contributing to adolescent depression. It evaluates the effectiveness of school-based interventions, including counseling services, peer support programs, and mental health literacy initiatives, while emphasizing the importance of systematic observation and the use of screening tools in educational contexts. Findings highlight that equipping educators with evidence-based strategies and practical tools enhances their capacity to identify and respond to depressive symptoms. Integrating these approaches

into school systems provides an innovative framework for resilience-building, stigma reduction, and long-term well-being among adolescents in Thailand and beyond.

Keywords: Adolescent Depression, Early Warning Signs, Role of Schools, Screening Tools, School-Based Interventions

Introduction

Adolescent mental health remains a pressing global concern in 2025, shaped by the lingering effects of the COVID 19 pandemic, rising social media exposure, and intensifying academic pressure. While recent national surveys in Thailand report lower prevalence figures than earlier studies, moderate depressive symptoms now affecting approximately 25–30% of adolescents compared to the 72.2% reported in 2023 (Choychod et al., 2023), these numbers still represent a substantial public health challenge. Moreover, smartphone overuse, online comparison culture, and cyberbullying have emerged as critical risk factors, compounding vulnerabilities in post COVID cohorts who continue to struggle with disrupted schooling and reduced resilience. Globally, depression remains one of the most prevalent mental health disorders among adolescents, impairing emotional regulation, academic performance, and social relationships (LeCroy, 2022; Shorey et al., 2022). In Thailand, despite improved awareness and expanded screening, the persistence of risk factors underscores the need for sustained, school-based strategies. Schools, as daily points of contact, are uniquely positioned to identify early warning signs and provide timely intervention, making early detection and prevention more critical than ever in the current context.

Globally, studies estimate that between 10% and 20% of adolescents experience depressive symptoms, with major depressive disorder (MDD) affecting approximately 8% of this population (Shorey et al., 2022). In Thailand, prevalence figures have varied considerably across recent years. In 2023, Choychod et al. reported that 72.2% of adolescents aged 11–16 exhibited mild or moderate levels of depression, with contributing factors including poor academic performance, low family income, and suicidal ideation. However, subsequent national surveys in 2024–2025 suggest lower prevalence rates, with moderate symptoms affecting approximately 25–30% of adolescents and self-harm risk closer to 10–12% (Thai Department of Mental Health, 2025). These shifts may reflect improved awareness, expanded screening, and methodological differences, but they also highlight the evolving nature of adolescent mental health in the post-COVID era. Despite lower figures, the persistence of risk factors, such as social media overuse, cyberbullying, and academic pressure, underscores the continued urgency of early detection and intervention in schools.

Table 1

Prevalence of Adolescent Depression in Thailand (2021–2025)

	Year Source	Reported Prevalence	Notes
2021	Thai Dept. of Mental Health	~35% at risk	Pre-COVID baseline
2022	Shorey et al. (global)	10–20% depressive symptoms	International comparison
2023	Choychod et al.	72.2% mild/moderate depression	Large-scale school survey

Year	Source	Reported Prevalence	Notes
2024	Thaiger / DMH	~30% at risk of depression, 20% self-harm	National monitoring
2025	National survey update	25–30% moderate symptoms, 10–12% self-harm	Post-COVID cohort effects

Taken together, these prevalence trends highlight both the variability of adolescent depression rates in Thailand and the persistent influence of evolving risk factors such as social media exposure, post-COVID cohort effects, and academic stress. To interpret these figures meaningfully, it is essential to move beyond statistics and examine how depression manifests in adolescents, the mechanisms underlying its symptoms, the ways they differ from adults, and the implications for age-specific assessment and intervention.

Understanding Adolescent Depression

Interpreting prevalence trends requires more than statistics; it demands an understanding of how depression uniquely manifests in adolescents. Adolescent depression is not simply a younger version of adult depression. It reflects developmental vulnerabilities tied to rapid biological, psychological, and social change. Persistent sadness, irritability, and loss of interest in activities impair daily functioning, yet in teenagers these symptoms often appear atypically, through mood swings, defiant behavior, or social withdrawal that may be mistaken for "normal adolescence".

Diagnostic frameworks such as the DSM-5-TR and ICD-11 provide standardized criteria, but the adolescent presentation is shaped by neurobiological changes in emotion-regulation circuits, hormonal fluctuations

during puberty, and heightened sensitivity to social stressors. These mechanisms explain why early indicators can be subtle, inconsistent, or easily overlooked, reinforcing the need for age-specific assessment.

Formally, major depressive disorder (MDD) requires at least five symptoms within a two-week period, including either depressed mood or loss of interest. In adolescents, depressed mood often presents as irritability. Other symptoms include weight change, sleep disturbance, fatigue, feelings of worthlessness, poor concentration, and recurrent thoughts of death or suicide (American Psychiatric Association, 2022; World Health Organization, 2022).

Depression arises from a complex interplay of determinants. Biologically, adolescents undergo structural and functional brain changes in regions linked to stress and emotion regulation, alongside neurochemical imbalances and genetic predispositions (Miller & Campo, 2025). Psychologically, heightened emotional sensitivity, negative cognitive patterns, and poor coping skills increase vulnerability, especially when compounded by trauma or rumination (Kim, 2025). Socially, family conflict, peer rejection, academic pressure, and socioeconomic disadvantage are powerful contributors (Chen, 2023).

Symptom profiles also differ from adults. Adolescents are more likely to show vegetative symptoms such as appetite and sleep changes, fatigue, irritability, and defiant behavior, often misinterpreted as disciplinary problems (Oliver et al., 2019). Adults, by contrast, typically present with persistent sadness, anhedonia, and cognitive impairments. Because adolescents may struggle to articulate their emotional experiences, underreporting and misdiagnosis are common. These differences highlight distinct pathophysiological

mechanisms and underscore the importance of age-specific assessment and intervention strategies.

Table 2

Differences Between Adolescent and Adult Depression

Dimension	Adolescents	Adults
Core mood presentation	Irritability and mood swings often mistaken for "normal adolescence	Persistent sadness and anhedonia more consistently reported
Behavioral profile	Defiant behavior, withdrawal, academic decline misinterpreted as disciplinary issues	Reduced activity, social withdrawal more clearly linked to depression
Vegetative symptoms	Sleep disturbance, appetite change, fatigue common and pronounced	Sleep and appetite changes present but less central
Cognitive symptoms	Negative self-talk, indecisiveness, poor concentration often underreported	Indecisiveness, impaired concentration more openly articulated
Communication of distress	Difficulty articulating emotions $\rightarrow$ underreporting and misdiagnosis	Greater ability to verbalize symptoms $\rightarrow$ clearer clinical presentation
Underlying mechanisms	Neurobiological changes, hormonal fluctuations, social stress sensitivity	Chronic stress, cognitive decline, established psychosocial patterns

The distinctions between adolescent and adult depression underscore why schools must adopt age-specific approaches to detection

and care. Symptoms such as irritability, defiant behavior, and academic decline may be dismissed as typical teenage challenges, yet they often signal deeper emotional distress. Unlike adults, adolescents frequently struggle to articulate their experiences, making observable changes in mood, behavior, and performance the most reliable indicators for educators. By recognizing these differences, schools can avoid misdiagnosis and ensure that early warning signs trigger timely interventions, whether through counseling, peer support, or structured screening. This alignment between developmental context and practical response strengthens the case for school-based mental health strategies as a frontline defense against adolescent depression.

Early Warning Signs

Recognizing early warning signs of depression in adolescents is critical, as these indicators often reflect developmental vulnerabilities distinct from those observed in adults. Emotional manifestations such as irritability, persistent sadness, and hopelessness are closely linked to heightened stress reactivity and hormonal fluctuations during puberty. Behavioral changes, including peer withdrawal, declining academic performance, and engagement in risky activities, commonly arise as maladaptive responses to family conflict or social rejection. Cognitive difficulties, such as indecisiveness and pervasive negative self-talk, stem from immature executive functioning and reinforce depressive thought cycles. Physical symptoms, including fatigue, appetite disturbance, and sleep disruption, are frequently associated with dysregulated circadian rhythms and stress-related neuroendocrine activity.

Because adolescents often struggle to articulate their distress, schools serve as vital environments for detecting subtle shifts in mood, behavior, and performance. For example, a 15 year old Thai student who consistently falls asleep in class, withdraws from peers, and expresses feelings of worthlessness demonstrates a constellation of emotional, behavioral, and cognitive indicators of depression. Early recognition of such patterns through systematic observation and screening enables timely referral to counseling or peer support, reducing the risk of progression to self-harm or suicidal ideation.

The mechanisms underlying these early signs highlight why they may appear subtle yet signal deeper biopsychosocial disruption. Emotional and behavioral cues provide the first observable markers for educators, parents, and clinicians to initiate support. When identified promptly, these indicators guide targeted interventions, such as counseling, peer mentoring, or literacy programs designed to challenge negative self-talk—before symptoms escalate into severe episodes. Thus, early warning signs are not only diagnostic but also actionable, serving as entry points that link assessment directly to prevention.

Several risk factors further heighten vulnerability, including family history of mental illness (Chen, 2023), exposure to trauma such as abuse or neglect (Lin & Guo, 2024), bullying both offline and online (Miller & Campo, 2025), and excessive social media use, which fosters negative comparison and isolation (Chen, 2023). These influences often interact, compounding risk and underscoring the need for a biopsychosocial approach.

Ultimately, the identification of early warning signs provides the foundation for effective school-based intervention. Emotional, behavioral,

cognitive, and physical indicators, when systematically observed, allow educators to implement evidence-based, age-appropriate strategies that transform recognition into structured support. Establishing this connection ensures that prevention efforts are timely, responsive to developmental mechanisms, and capable of mitigating long-term psychological and social consequences.

Table 3

Linking Early Indicators to Intervention Strategies

Early Indicator	Underlying Mechanism	Recommended Intervention
Emotional symptoms (persistent sadness, irritability, hopelessness)	Heightened stress reactivity, hormonal fluctuations, difficulty regulating emotions	Counseling services focused on emotional regulation, supportive teacher check-ins, and psychoeducation
Behavioral changes (social withdrawal, academic decline, risky behaviors)	Maladaptive coping responses to peer rejection, family conflict, or stress	Peer support programs and structured extracurricular engagement to rebuild social connection and motivation
Cognitive impairments (negative self-talk, indecisiveness, poor concentration)	Immature executive functioning, cognitive distortions reinforcing depressive cycles	Mental health literacy initiatives and cognitive-behavioral strategies integrated into classroom activities
Physical symptoms (fatigue, sleep	Dysregulated circadian rhythms, neuroendocrine	Screening tools in schools to track physical health

Early Indicator	Underlying Mechanism	Recommended Intervention
disturbances, appetite changes)	imbalance, stress-related somatic responses	patterns and referrals to health professionals when needed

This mapping illustrates how early warning signs function as both diagnostic cues and intervention triggers. Emotional distress, behavioral withdrawal, cognitive distortions, and physical changes are not isolated phenomena but interconnected expressions of underlying biopsychosocial mechanisms. By linking each indicator to a specific school-based strategy, educators and policymakers can move from recognition to action in a structured way. This alignment ensures that interventions are timely, targeted, and developmentally appropriate, transforming schools into proactive environments where early detection naturally leads to effective support.

School-Based Interventions

Building on the identification of early warning signs, early intervention programs translate recognition into structured support that prevents escalation into severe depressive episodes. The relationship between indicators and interventions is direct: emotional distress such as irritability or hopelessness signals the need for counseling services; behavioral withdrawal highlights the value of peer support initiatives; and cognitive distortions point to the utility of screening tools and mental health literacy programs. These interventions are most effective when implemented promptly, as they target the mechanisms underlying adolescent vulnerability, neurobiological sensitivity to stress, immature coping strategies, and social

pressures within family and peer contexts. By aligning specific early signs with tailored responses, schools can act as proactive environments where detection seamlessly leads to intervention, ensuring that adolescents receive timely, age-appropriate care. Schools play a pivotal role in supporting adolescent mental health through structured interventions that promote emotional resilience and reduce depressive symptoms. School-based interventions (SBIs) are designed to be accessible, non-stigmatizing, and integrated into the educational environment, making them effective platforms for early support.

1. Common types of SBIs include:

- Counseling Services: Individual and group counseling provided by school psychologists or counselors can help students process emotions, develop coping strategies, and build self-esteem (Hoagwood et al., 2007).

- Peer Support Programs: Initiatives such as peer mentoring and mental health clubs foster a sense of belonging and reduce isolation. These programs encourage open dialogue and normalize help-seeking behavior (Rickwood et al., 2007).

- Curriculum Integration: Incorporating social-emotional learning (SEL) into the curriculum teaches students emotional regulation, empathy, and problem-solving skills. SEL programs have been shown to improve mental health outcomes and academic performance (Durlak et al., 2011).

Several evidence-based programs have demonstrated effectiveness in reducing adolescent depression:

- Resourceful Adolescent Program (RAP): A cognitive-behavioral intervention that enhances resilience and coping skills. RAP has been successfully implemented in Australian and international school settings (Shochet et al., 2001).

- Signs of Suicide (SOS): A school-based prevention program that combines education with screening. SOS has been linked to increased help-seeking and reduced suicide attempts among adolescents (Aseltine & DeMartino, 2004).

- Mind Matters: An Australian mental health initiative that provides schools with tools to promote well-being and prevent mental illness. It emphasizes whole-school approaches and staff training (Wyn et al., 2000).

2. Effective implementation of SBIs requires:

- Staff training and ongoing professional development

- Collaboration with families and community mental health providers

- Culturally responsive and inclusive practices

- Evaluation and adaptation based on student needs

By embedding mental health support into the school environment, SBIs can foster resilience, reduce stigma, and improve long-term outcomes for adolescents.

Role of Schools in Early Detection

Schools are uniquely positioned to serve as frontline environments for the early detection of adolescent depression. Given the significant amount of time students spend in educational settings, teachers, counselors, and other school personnel often observe behavioral and emotional changes before parents or clinicians do. Their proximity to students allows them to identify early warning signs and initiate timely support interventions (Fazel et al., 2014).

Educators and school counselors play a critical role in recognizing symptoms of depression, such as withdrawal, irritability, and academic decline. Their daily interactions with students enable them to notice subtle shifts in mood, behavior, and performance. However, many educators report feeling underprepared to address mental health concerns, highlighting the need for targeted training and support systems (Reinke et al., 2011).

Mental health literacy (MHL) refers to the knowledge and beliefs about mental disorders that aid in their recognition, management, and prevention. Increasing MHL among school staff enhances their ability to identify at-risk students, reduce stigma, and promote help-seeking behaviors. Studies show that educators with higher MHL are more confident and effective in supporting students with mental health needs (Jorm, 2012; Wei et al., 2015). Programs aimed at improving MHL have demonstrated success in increasing awareness and reducing misconceptions about mental illness.

Several validated screening tools are available for use in school settings to assess depressive symptoms in adolescents. Common examples include:

- Children's Depression Inventory (CDI) – for ages 7–17; self-report format assessing emotional and behavioral symptoms.

- Beck Depression Inventory-II (BDI-II) – suitable for older adolescents; measures the severity of depressive symptoms.

- Patient Health Questionnaire-9 (PHQ-9) – brief, DSM-aligned tool widely used in schools and primary care.

- Strengths and Difficulties Questionnaire (SDQ) – includes emotional symptoms and peer problems.

- Teacher Observation of Classroom Adaptation–Checklist (TOCA-C) – allows teachers to track behavioral changes and emotional concerns over time.

These tools can be administered by school counselors or psychologists and are often used in combination with teacher observation checklists to monitor student well-being (Richardson et al., 2010).

While schools play a vital role in mental health support, ethical considerations must guide all interventions. Confidentiality is paramount when dealing with sensitive student information. Educators must balance the need to inform parents and professionals with the student's right to privacy. Clear protocols should be established to ensure ethical handling of mental health disclosures, including informed consent, referral procedures, and documentation standards (American School Counselor Association, 2016).

Furthermore, schools must ensure that screening tools and interventions are culturally sensitive and inclusive. Ethical practice also involves minimizing harm during screening, avoiding stigmatization, and ensuring that students identified as at-risk receive appropriate follow-up care.

Mental health screening tools are essential instruments for identifying students who may be experiencing depressive symptoms. When implemented effectively, these tools can guide early intervention, inform support strategies, and facilitate referrals to mental health services. However, their use must be grounded in ethical practice, staff training, and a clear implementation framework (Levitt et al., 2007). Schools should choose screening tools that are age-appropriate, validated, and feasible for their

specific student population. Common tools include the Children's Depression Inventory (CDI), Beck Depression Inventory-II (BDI-II), Patient Health Questionnaire-9 (PHQ-9), Strengths and Difficulties Questionnaire (SDQ), Pediatric Symptom Checklist (PSC), and BASC-3 Behavioral and Emotional Screening System (BESS) (Richardson et al., 2010). Before administering any screening tool, schools must ensure that staff are properly trained to administer and interpret the results, that informed consent is obtained from parents or guardians, and that assent is secured from students. Protocols for referral and follow-up should be in place for students who screen positive, and resources such as counselors and community mental health providers must be available to support identified needs. Screenings can be conducted individually by school counselors or psychologists, in groups during health education sessions, or digitally, depending on accessibility and privacy considerations. Screening should occur in a private, supportive environment to encourage honest responses and minimize distress. Each tool has a scoring system that categorizes symptom severity. Staff must be trained to interpret these scores and determine appropriate next steps. Students who score above clinical thresholds should be referred for further evaluation or support services. Immediate action is required if a student exhibits signs of suicidal ideation, self-harm, or severe emotional distress. Schools must handle screening data with strict confidentiality. Only authorized personnel should access results, and data should be securely stored. Ethical guidelines emphasize minimizing harm during screening, respecting student privacy, and limiting data collection to what is necessary for intervention planning. Schools should also ensure that screening tools are culturally sensitive and validated for the populations they serve.

Challenges and Limitations

Addressing adolescent depression within Thai educational settings presents a complex array of challenges and limitations that must be acknowledged to improve mental health outcomes.

Stigma and Lack of Awareness: Mental health stigma remains deeply rooted in Thai society, influenced by cultural beliefs, traditional values, and Buddhist teachings. Adolescents may avoid seeking help due to fear of being labeled as weak or mentally unstable. According to UNICEF, millions of Thai children and adolescents suffer from poor mental health, often hidden due to stigma and lack of access to appropriate information and services (UNICEF et al., 2022).

Resource Constraints in Schools: Thai schools, particularly in rural and underserved areas, face significant resource limitations. There is a shortage of trained mental health professionals, with only 1.28 psychiatrists per 100,000 people in Thailand, far below the global average. Budget constraints further hinder the implementation of comprehensive mental health programs. For example, the Mental Health Department received only 2.99 billion baht in 2024, representing just 1.8% of the Public Health Ministry's total budget (UNICEF et al., 2022).

Cultural and Systemic Barriers: Cultural norms in Thailand, such as the emphasis on emotional restraint and maintaining social harmony, discourage open discussions about mental health. Mental illness is often viewed as a personal weakness or karmic consequence, deterring individuals from seeking professional help (Sailun & Kaewketpong, 2024). Systemically, the Thai education system prioritizes academic achievement, which can overshadow

the importance of emotional well-being. Coordination between the Ministry of Education and the Ministry of Public Health is improving but remains limited in scope and reach (UNICEF et al., 2022).

Need for Policy Support and Training: Thailand has initiated promising programs such as Kru Care Jai, a teacher training initiative aimed at equipping educators with skills to identify and respond to student mental health issues. This program is part of the national strategy (2018–2037) to strengthen human resource potential (UNICEF et al., 2022). However, implementation is still in early stages and largely concentrated in Bangkok and surrounding areas. Broader policy support and nationwide teacher training are needed to ensure consistent and effective mental health interventions across all schools.

Conclusion

This article has highlighted the growing concern of adolescent depression in Thailand, emphasizing the importance of early detection, school-based interventions, and collaborative efforts among stakeholders. Key challenges include persistent stigma, limited resources in schools, cultural barriers, and the need for stronger policy frameworks and educator training.

Early detection and timely intervention are critical, as untreated adolescent depression can lead to long-term psychological, academic, and social consequences. Research consistently shows that prevention and early intervention programs, particularly those implemented in school settings, can significantly reduce the severity and duration of depressive symptoms (Shochet & Hoge, 2009; Cook et al., 2009).

Given the urgency of the issue, a coordinated response is essential. Educators must be equipped with the tools to identify and support at-risk students. Policymakers should prioritize mental health inclusion in education policy, and researchers must continue to explore culturally relevant, evidence-based interventions. As Jamieson and Romer (2005) argue, addressing adolescent mental health is not only a clinical or educational concern, it is a societal imperative that demands immediate and sustained action.

Recommendations

To effectively address adolescent depression in Thai schools, a multi-level and collaborative approach is essential. The following recommendations are proposed:

Policy-Level Changes for Mental Health Inclusion in Schools: There is a critical need for national policies that mandate the integration of mental health services into the Thai education system. These policies should include clear guidelines for early identification, referral systems, and school-based interventions. Evidence suggests that school-based mental health services (SBMHS) are among the most effective ways to reach adolescents in need, especially in low-resource settings (Fazel et al., 2014). In Thailand, the Ministry of Public Health and UNICEF have emphasized the urgency of investing in mental health infrastructure and services for children and adolescents (UNICEF et al., 2022).

Training Programs for Educators: Teachers are often the first to observe behavioral and emotional changes in students. Therefore, equipping them with the knowledge and skills to recognize early signs of depression is vital. Programs such as Kru Care Jai have shown promise in building teacher

capacity, but broader implementation is needed nationwide (UNICEF et al., 2022). Research also highlights the importance of teacher wellness programs to reduce burnout and improve their ability to support students effectively (Jennings & Greenberg, 2009).

Community and Parental Involvement: Parental engagement significantly enhances the effectiveness of adolescent mental health interventions. Studies show that involving parents in treatment leads to better outcomes, particularly for externalizing disorders (Hoagwood et al., 2010). In Thailand, cultural norms often limit open discussions about mental health within families, so community-based awareness campaigns and school-family partnerships are essential to reduce stigma and foster supportive environments (Sailun & Kaewketpong, 2024).

Future Research Directions: Further research is needed to explore culturally adapted interventions for Thai adolescents, especially in rural and underserved areas. Longitudinal studies examining the impact of school-based mental health programs on academic performance, social development, and long-term well-being are also recommended. Regional studies have identified significant gaps in service delivery and called for more evidence-based, context-specific strategies to address adolescent mental health in Southeast Asia (World Health Organization, 2021).

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Participatory Management Model That Enhances Teachers' Competence in Classroom Research to Develop Student Quality at Ban Pa School (Billasapachasan) Under the Jurisdiction of The Phitsanulok Primary Education Service Area Office 1

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Abstract

This research entitled "A Participatory Management Model for Enhancing Teachers' Competency in Classroom Research to Improve Student Quality at Ban Pa (Billasapachasan) School under the Phitsanulok Primary Educational Service Area Office 1" aimed to develop and evaluate a participatory management model that enhances teachers' competency in conducting classroom research to improve student quality. The objectives of the study were: (1) to examine the current conditions and desirable conditions of a participatory management model that enhances teachers' competency in classroom research to improve student quality; (2) to develop a participatory management model that enhances teachers' competency in classroom research to improve student quality; (3) to implement the participatory management model that enhances teachers' competency in

classroom research to improve student quality; and (4) to evaluate the participatory management model that enhances teachers' competency in classroom research to improve student quality. The target groups consisted of 15 teachers in the academic year 2023 and 7 members of the school committee. The research instruments used for evaluation throughout the implementation process included tests, questionnaires, assessment forms, and interviews.

The research findings revealed that the overall evaluation of the appropriateness and usefulness of the participatory management model for enhancing teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School was at the highest level. The overall evaluation of the appropriateness of the model implementation manual was also at the highest level, as was the overall evaluation of its usefulness. In addition, the overall evaluation of teachers' satisfaction toward classroom research indicated a high level of satisfaction.

Keywords: Participatory Management Model, Teacher Competency Enhancement, Classroom Research, Student Quality

Introduction

The development of competency in classroom research is a crucial process for teachers in improving teaching and learning practices and in generating reliable knowledge. Classroom research primarily aims to enhance instructional management and to elevate the quality of students' learning. In this regard, teachers assume the role of classroom researchers. The research process begins with formulating research questions, followed by planning, data collection, data analysis, and drawing conclusions, which are then

applied to the continuous improvement of teaching practices. Classroom research enables teachers to work systematically and to make rational and creative decisions in instructional development.

Conducting classroom research is an important and necessary tool that encourages teachers to further their professional knowledge and to apply research findings in planning, decision-making, and problem-solving processes in alignment with the school context. This process is carried out alongside teaching and learning activities through simple and reliable procedures. The application of research findings to instructional improvement enhances teaching effectiveness and maximizes benefits for learners. Moreover, teachers who engage in classroom research develop greater knowledge and skills and are able to produce academic work that contributes to their professional growth (Phirormrak, 2001).

Teacher-researchers continuously seek knowledge and develop a deeper understanding of teaching practices. They possess the ability to support students' progress in various aspects. Classroom research is a systematic process for solving problems or improving instructional practices in teachers' own classrooms. It focuses on identifying the causes of problems, determining solutions, and improving teaching and learning processes to achieve targeted learning outcomes and ensure high-quality student learning. Koettham (2002) stated that classroom research addresses instructional problems arising in the classroom with the aim of improving student learning, and it is conducted concurrently with teaching and learning activities. Sitthisombun (2003) emphasized that developing teachers' knowledge in classroom research requires the study of appropriate models and the provision of manuals or guidelines to support teachers in acquiring knowledge, understanding

procedures, and implementing research systematically. Effective instructional problem-solving requires an understanding of existing conditions, research-based approaches to problem-solving, and the application of research findings in educational management. Developing learners' knowledge, abilities, and desirable characteristics in accordance with individual differences is a pathway toward realizing learners' future potential.

Participatory management is highly important and essential for organizational operations, as effective coordination and collaboration contribute significantly to successful outcomes (Wannsuk, 2020). Participatory management serves as a core element of development by encouraging creative expression and promoting smooth collaboration within organizations (Jaemmee, 2021). This approach emphasizes the involvement of organizational members in management and decision-making processes, fostering unity, democratic practices, and shared responsibility. Through participation, members can exchange experiences and perspectives, enhance teamwork motivation, and develop positive attitudes toward work. Consequently, organizations can improve operational capacity, increase effectiveness, and achieve organizational goals in a meaningful and sustainable manner.

Based on national educational policies, as well as the current conditions and existing problems at Ban Pa (Billasapachasan) School, the researcher—serving as the school administrator and holding a critical role in educational management—recognized the need to identify effective tools to drive school administration toward improved teacher quality and student outcomes. As a result, the researcher conducted a study on a participatory management model that enhances teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School

under the Phitsanulok Primary Educational Service Area Office 1.The purpose of this study was to strengthen the effectiveness and efficiency of school administration, enhance teachers' professional capacity with positive impacts on learners, and improve the overall quality of education in alignment with national curriculum goals and educational policies.

Research Objectives

1. To study the current conditions and desirable conditions of a participatory management model that enhances teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School.

2. To develop a participatory management model that enhances teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School.

3. To investigate the results of implementing the participatory management model that enhances teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School

4. To evaluate the participatory management model that enhances teachers' competency in classroom research to improve student quality at Ban Pa (Billasapachasan) School.
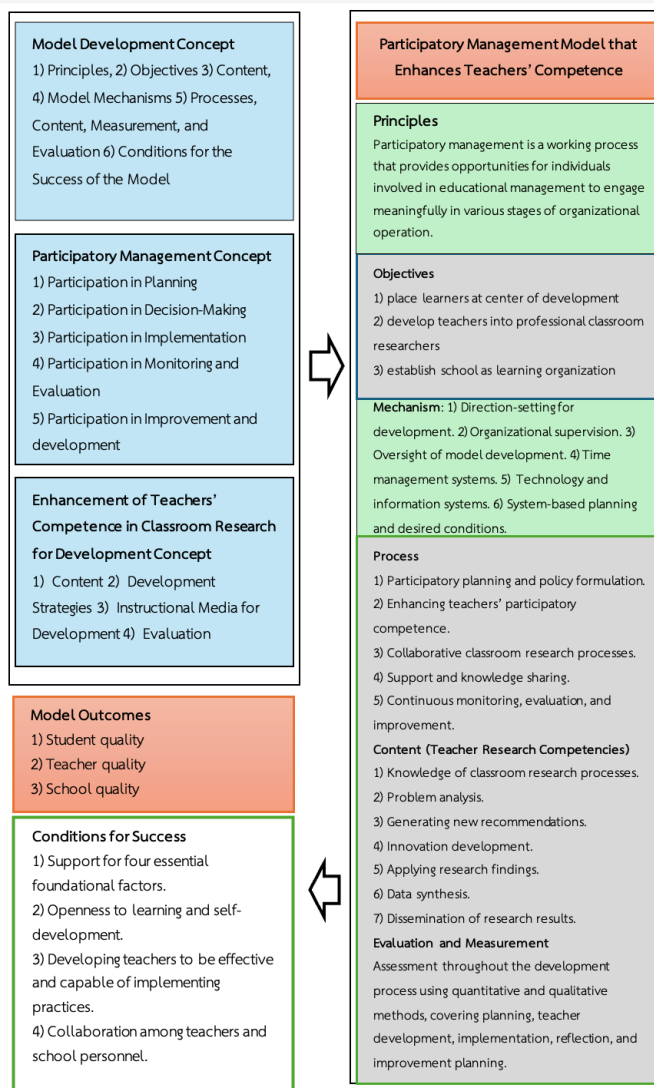
Research Conceptual Framework

Model Development Concept
1) Principles, 2) Objectives 3) Content, 4) Model Mechanisms 5) Processes, Content, Measurement, and Evaluation 6) Conditions for the Success of the Model

Participatory Management Concept
1) Participation in Planning
2) Participation in Decision-Making
3) Participation in Implementation
4) Participation in Monitoring and Evaluation
5) Participation in Improvement and development

Enhancement of Teachers' Competence in Classroom Research for Development Concept
1) Content 2) Development Strategies 3) Instructional Media for Development 4) Evaluation

Model Outcomes
1) Student quality
2) Teacher quality
3) School quality

Conditions for Success
1) Support for four essential foundational factors.
2) Openness to learning and self-development.
3) Developing teachers to be effective and capable of implementing practices.
4) Collaboration among teachers and school personnel.

Participatory Management Model that Enhances Teachers' Competence

Principles
Participatory management is a working process that provides opportunities for individuals involved in educational management to engage meaningfully in various stages of organizational operation.

Objectives
1) place learners at center of development
2) develop teachers into professional classroom researchers
3) establish school as learning organization

Mechanism: 1) Direction-setting for development. 2) Organizational supervision. 3) Oversight of model development. 4) Time management systems. 5) Technology and information systems. 6) System-based planning and desired conditions.

Process
1) Participatory planning and policy formulation.
2) Enhancing teachers' participatory competence.
3) Collaborative classroom research processes.
4) Support and knowledge sharing.
5) Continuous monitoring, evaluation, and improvement.

Content (Teacher Research Competencies)
1) Knowledge of classroom research processes.
2) Problem analysis.
3) Generating new recommendations.
4) Innovation development.
5) Applying research findings.
6) Data synthesis.
7) Dissemination of research results.

Evaluation and Measurement
Assessment throughout the development process using quantitative and qualitative methods, covering planning, teacher development, implementation, reflection, and improvement planning.

Figure 1

Research Conceptual framework. Created by the author, 2025.

Research Methodology

Phase 1 (R₁): A Study of the Current and Desirable Conditions of a Participatory Management Model for Enhancing Teachers' Competency in Classroom Research to Improve Student Quality at Ban Pa (Billasapachasan) School.

1.1 A Study of a Participatory Management Model for Enhancing Teachers' Competency in Classroom Research to Improve Student Quality through Document and Research Synthesis

1.1.1 Data Sources The data sources consisted of relevant documents and research studies used to establish a preliminary conceptual framework. The review focused on principles, concepts, and key content related to management models, participatory management, teacher competency enhancement, classroom research, and related studies.

1.1.2 Research Instruments The research instrument was a data recording form used for reviewing and synthesizing relevant documents and research studies.

1.1.3 Data Collection After identifying the research problem and determining the scope of studies to be synthesized, the researcher conducted a search for research related to participatory management models that enhance teachers' competency in classroom research to improve student quality. Both primary and secondary data sources were utilized.

1.1.4 Data Analysis The researcher collected and reviewed relevant studies and analyzed statistical findings reported in those studies. Content

analysis was employed to identify major components, sub-components, indicators, and operational definitions.

1.2 A Study of the Current Conditions, Desirable Conditions, and Priority Needs of a Participatory Management Model for Enhancing Teachers' Competency in Classroom Research to Improve Student Quality

1.2.1 Informants The informants consisted of 15 teachers from Ban Pa (Billasapachasan) School and 90 parents from the parent network, totaling 114 participants. The participants were selected using purposive sampling.

1.2.2 Research Instruments The research instrument was a questionnaire designed to assess the current conditions and desirable conditions.

1.2.3 Data Collection The researcher collected data on the current and desirable conditions of the participatory management model for enhancing teachers' competency in classroom research to improve student quality.

1.2.4 Data Analysis A five-level rating scale was used to analyze data obtained from the questionnaires on current and desirable conditions. The data were analyzed using mean and standard deviation, and the interpretation of mean scores was based on the following criteria (Srisawat, 2017):

The criteria for interpreting mean scores were as follows (Srisawat, 2017):

1.2.5 Statistical Analysis Priority needs were analyzed using the Modified Priority Needs Index (PNI_modified) according to Wongwanich (2019), calculated as follows:

$$PNI_{modified} \quad = \quad \frac{I - D}{D}$$

Where PNI_modified = Priority Needs Index

I = Mean score of the desirable condition

D = Mean score of the current condition

1.3 A Study of Participatory Management Guidelines for Enhancing Teachers' Competency in Classroom Research to Improve Student Quality Using Focus Group Discussion

1.3.1 Informants The informants consisted of seven experts selected through purposive sampling: Two experts with at least 10 years of experience in educational administration or as senior educational supervisors under the Office of the Basic Education Commission; Two experts holding doctoral degrees in educational administration with at least 10 years of teaching experience in higher education institutions; Two expert school administrators with at least 10 years of experience in school administration; and One teacher with at least 10 years of teaching experience in an educational institution.

1.3.2 Research Instruments The research instruments included a focus group discussion recording form and guidelines for participatory management aimed at enhancing teachers' competency in classroom research to improve student quality.

1.3.3 Data Collection The researcher personally conducted data collection through document review and data recording from the seven experts participating in the focus group discussion.

1.3.4 Data Analysis Data obtained from the focus group discussions were transcribed, analyzed using content analysis, and presented descriptively.

Phase 2 (D1): Development of a Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learner Quality at Ban Pa (Billasapachasan) School

2.1 Drafting the Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learner Quality

2.1.1 Informants The informants consisted of nine experts selected through purposive sampling. They included three experts in educational management from Ban Pa (Billasapachasan) School, three experts in classroom research for improving learner quality from a mentoring university, and three experts in teacher competency development.

2.1.2 Research Instruments The research instruments were: A data recording form for drafting the participatory management model to enhance teachers' classroom research competency for improving learner quality; and A data recording form for drafting the user manual for the participatory management model to enhance teachers' classroom research competency for improving learner quality.

2.1.3 Data Collection The researcher identified relevant stakeholders, organized a brainstorming session, and officially invited participants through a formal letter from the school. The brainstorming participants consisted of nine purposively selected experts with knowledge, expertise, and experience in educational management at Ban Pa (Billasapachasan) School (three persons), classroom research for improving learner quality from a mentoring university (three persons), and teacher competency development (three persons). The brainstorming session was conducted online via the Zoom Meeting platform. The instruments used were a brainstorming meeting record form and discussion agenda.

2.1.4 Data Analysis The researcher integrated the findings from the study of the current conditions, desired conditions, and priority needs of the participatory management model obtained in Phase 1 with the data derived from the brainstorming session. These data were synthesized to draft the participatory management model and its user manual for enhancing teachers' classroom research competency to improve learner quality. The synthesized results were then summarized to develop the draft model and manual based on data collected from the sample group.

2.2 Validation of the Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learner Quality Using Connoisseurship

2.2.1 Informants The informants consisted of nine experts selected through purposive sampling, including three experts in educational administration, three experts in curriculum and instruction, and three experts in measurement and evaluation.

2.2.2 Research Instruments The research instruments were: A questionnaire for validating the participatory management model to enhance teachers' classroom research competency for improving learner quality; and A questionnaire for validating the user manual for the participatory management model to enhance teachers' classroom research competency for improving learner quality.

2.2.3 Data Collection The researcher collected data by presenting the draft model along with its user manual to the experts for evaluation of the appropriateness and feasibility of both the model and the manual.

2.2.4 Data Analysis

1) The completeness and accuracy of the data obtained from the evaluation forms for the draft model and user manual were examined.

2) The evaluation scores for the appropriateness and feasibility of the draft model and user manual were reviewed.

3) The appropriateness and feasibility of the draft model and user manual were assessed by calculating the mean and standard deviation, and the mean scores were interpreted.

4) Data analysis was conducted to evaluate the appropriateness and feasibility of the draft participatory management model and its user manual. The responses from the experts were used to calculate the mean and standard deviation. A mean score of 3.51 or higher indicated that the experts agreed that the developed participatory management model to enhance teachers' classroom research competency for improving learner quality was appropriate and practically applicable.

5) The summary results from Phase 2 were used as input for Phase3.

6) The researcher personally conducted the data collection from the sample group.

Phase 3 (R2): Implementation of the Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learner Quality at Ban Pa (Billasapachasan) School.

3.1 Research Procedure This phase aimed to examine the results of implementing the participatory management model designed to enhance teachers' classroom research competency for improving learner quality. This stage represents the R2 phase of the research and development process. The findings from the expert validation of the draft participatory management

model and the draft user manual were revised and finalized based on experts' recommendations. The finalized model and its user manual were developed as practical guidelines for school administrators and teachers to apply in practice. The researcher implemented the model and its user manual at Ban Pa (Billasapachasan) School during the first semester of the 2023 academic year. The informants consisted of 15 teachers and 337 students, selected through purposive sampling.

3.2 Research Instruments The instruments used in this phase were as follows:

3.2.1 A pre-test and post-test measuring teachers' knowledge and understanding before and after the implementation of the participatory management model to enhance classroom research competency for improving learner quality.

3.2.2 An evaluation form assessing teachers' ability to design and write classroom research proposals.

3.2.3 An evaluation form assessing teachers' classroom research competency through supervision and follow-up monitoring.
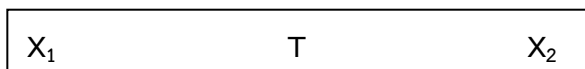
3.2.4 An evaluation form assessing the quality of teachers' classroom research outputs and learner quality outcomes after the enhancement of teachers' classroom research competency for improving learner quality.

3.3 Data Collection (Model Implementation)

3.3.1 The target group for the implementation consisted of 15 teachers from Ban Pa (Billasapachasan) School.

3.3.2 The model was implemented during the first semester of the 2023 academic year.

3.4 Research Design for Model Implementation The implementation of the participatory management model to enhance teachers' classroom research competency for improving learner quality employed principles of action research to examine the effectiveness of the model, test research hypotheses, and identify weaknesses for final improvement. This study adopted a research and development design using a One-Group Pre-test–Post-test design (Erawan, 2002), which can be represented symbolically as follows:

X_1	T	X_2

T refers to the development of the model (treatment)

X_1 refers to pre-test measurement

X_2 refers to post-test measurement

3.5 Data Processing and Analysis

3.5.1 Data obtained from the evaluation of the quality of teachers' classroom research outputs and learner quality outcomes were analyzed according to the framework of the participatory management model development. Mean scores and standard deviations were calculated, and the interpretation of mean scores followed the criteria proposed by Srisawat (2017) as follows:

3.5.2 The evaluation of the quality of teachers' classroom research outputs and learner quality outcomes employed a five-point rating scale. The interpretation criteria were as follows (Srisawat, 2017): to Wongwanich (2019), calculated as follows:

3.5.3 Data from the evaluation of teachers' classroom research quality and learner quality outcomes were further interpreted using the following criteria:

1) If the number of students achieving good and excellent post-learning outcomes combined accounted for 80% or more of the total number of students, the outcome was considered at a very good level.

2) If the combined percentage was 70–79%, the outcome was considered at a good level.

3) If the combined percentage was 60–69%, the outcome was considered at a fair level.

4) If the combined percentage was below 60%, the outcome was considered at a level requiring improvement.

5) If the combined percentage was below 60%, the outcome was considered at an improvement level.

3.5.4 The results were interpreted and synthesized to further refine the participatory management model in Phase 3, which would then be utilized in Phase 4.

3.6 Statistical Analysis The statistical measures used in this phase were the mean and standard deviation.

Phase 4（D2）: Evaluation of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality Ban Pa (Billasapachasan) School.

4.1 Evaluation of the Appropriateness and Usefulness of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

4.1.1 Informants The informants consisted of 15 teachers from Ban Pa (Billasapachasan) School, selected through purposive sampling.

4.1.2 Research Instruments The research instrument was an evaluation form assessing the appropriateness and usefulness of the participatory

management model enhancing teachers' classroom research competency to improve learners' quality.

4.1.3 Data Collection The researcher collected data directly from 15 teachers of Ban Pa (Billasapachasan) School.

4.1.4 Data Analysis The collected evaluation forms were analyzed as follows:

1) The completeness of the responses was examined, and all questionnaires were found to be fully completed.

2) The responses were scored according to the specified criteria.

3) The data regarding the usefulness of the model were analyzed by calculating the mean and standard deviation, and the mean scores were interpreted based on the following criteria (Wongrattana, 2017) The interpretation criteria were as follows (Wongrattana, 2017)

4) The statistical methods used were mean and standard deviation.

4.2 Satisfaction Evaluation of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

4.2.1 Data Collection

1) After the completion of the implementation and final revision of the participatory management model enhancing teachers' classroom research competency to improve learners' quality, the researcher administered a satisfaction questionnaire regarding classroom research to the teachers.

2) The satisfaction questionnaire responses were analyzed using the mean and standard deviation.

4.2.2 Data Analysis

1) Data were analyzed by calculating the mean and standard deviation. The interpretation criteria for the mean scores were as follows (Srisawat, 2017): The statistical methods used were mean and standard deviation.

4.2.3 Duration The research was conducted in April 2024.

Research Results

1. Results of the Study on the Current and Desired Conditions of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

1.1 The results of the study on the participatory management model indicated that a model emphasizing the development of teachers' classroom research competency can concretely enhance learners' quality.

1.2 The results regarding the current conditions, desired conditions, and priority needs revealed an urgent necessity to develop a participatory management model in order to enhance teachers' research competency.

2. Results of the Development of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

2.1 The developed model consisted of four phases: Preparation phase (3–6 months) Initial phase (6–12 months) Development phase (1–2 years) Sustainability phase (more than 2 years)

2.2 The evaluation results of the appropriateness and feasibility of the model showed that, overall, the draft participatory management

model was rated at the highest level of appropriateness and at a high level of feasibility.

2.3 The evaluation results of the appropriateness and feasibility of the model implementation manual indicated that the manual was complete, comprehensive, and easy to understand. It clearly emphasized operational procedures and classroom innovation, which are the core elements in improving learners' quality.

3. Results of the Implementation of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

3.1 The results of the pretest and posttest comparison of teachers' knowledge showed that post-development knowledge scoreswere significantly higher than pre-development scores at the .05 level of statistical significance.

Table 1

Comparison of teachers' knowledge scores before and after development

Number (25)	Score before development	percentage	Score after development	percentage
$\overline{x}$	11.76	58.8	18.24	91.2
S.D.	1.27	-	0.98	-
T	22.15			
P	.000*			

3.2 The evaluation of teachers' ability in designing and conducting classroom research revealed that teachers demonstrated the highest level of competency, particularly in developing active learning units to support

the improvement of academic administration through the use of Professional Learning Communities (PLC).

3.3 The results of supervision and learning observation indicated that teachers were able to conduct classroom research effectively and demonstrated strong abilities in communication, knowledge transfer, and dissemination of research findings.

3.4 The evaluation results of learners' quality, teachers' quality, school quality, and community quality resulting from the implementation of the participatory management model showed positive outcomes across all dimensions.

4. Results of the Evaluation of the Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality

The evaluation results indicated that the overall appropriateness and usefulness of the model were at the highest level. The appropriateness of the implementation guideline manual was also rated at the highest level, and the usefulness of the model was evaluated at the highest level. In addition, teachers' overall satisfaction with classroom research was found to be at a high level.

Discussion the results

Phase 1 Research: A Study of the Current and Desired **Conditions of a Participatory Management Model Enhancing Teachers' Classroom Research Competency to Improve Learners' Quality at Ban Pa (Billasapachasan) School.**

(A study of components, current conditions, desired conditions, and priority needs)

The results of the study revealed that, under the current conditions at Ban Pa (Billasapachasan) School, teachers still faced limitations in planning active learning activities, lacked proficiency in conducting classroom research, and had insufficient integration of educational technology in teaching and learning. In contrast, the desired conditions indicated that teachers should possess higher research competency, be able to systematically design and conduct classroom research, and effectively apply research findings to improve learners' development. The results of the Modified Priority Needs Index (PNI_modified) calculation clearly showed that all components demonstrated a high level of priority needs, particularly in enhancing teachers' research knowledge and skills, as well as in developing learning management that integrates a variety of instructional approaches.

These findings reflect existing challenges among teachers at Ban Pa (Billasapachasan) School, including limited preparation of lesson plans and classroom research, discontinuous knowledge sharing and teamwork, and restricted integration of active learning techniques. These results are consistent with the concept proposed by Wongwanich (2014), which emphasizes that classroom research is a crucial tool for developing professional teachers; however, teachers often lack systematic research skills, indicating the necessity of establishing supportive mechanisms.

Phase 2 Research: Development of a Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learners' Quality at Ban Pa (Billasapachasan) School.

The synthesis of findings from Phase 1 led to the development of a participatory management model consisting of four key components. The model was reviewed and validated by nine experts. The evaluation results indicated that both the system and the operational manual were appropriate and feasible at high to the highest levels. The development of this system is consistent with Systems Theory, which emphasizes the interrelationships among various components in order to achieve high-quality outcomes. It also aligns with participatory management theory, which encourages the involvement of all stakeholders in the management process, thereby strengthening organizational implementation. Furthermore, expert validation confirmed the practical feasibility of the model. This finding is consistent with Fullan (2007), who emphasized that educational change in schools requires a clear structure, strong administrative support, and active teacher participation.

Phase 3 Research: Implementation of the Participatory Management Model to Enhance Teachers' Classroom Research Competency

1. Results of the Pretest and Posttest of Knowledge: Statistically Significant Improvement

The results of the knowledge tests clearly demonstrated the effectiveness of the participatory management model. The mean score increased from 11.76 points (58.8%) to 18.24 points (91.2%), representing an improvement of 32.4%, which was statistically significant (t = 22.15, p < .05).

This change is practically significant and consistent with the study by Guskey (2002), who emphasized that effective teacher development must be systematically designed and continuously evaluated. The findings

reflect the comprehensiveness and appropriateness of the developed system and are aligned with the principles of lifelong learning.

2. Teachers' Ability to Design and Conduct Classroom Research: Transforming Knowledge into Practice

The evaluation of teachers' abilities revealed performance at the highest level, indicating the success of the model in bridging theoretical knowledge and practical application. The highest scores were found in innovation development, research report writing, and dissemination of research findings. These results reflect the multidimensional and comprehensive development of teachers' competencies and are consistent with the findings of Darling-Hammond et al. (2017), who reported that effective professional development requires authentic practice and collegial support. The results of this study further confirm that participatory management can create a supportive environment for teacher learning and professional growth.

3. Supervision and Classroom Observation Results: Confirming Changes in Actual Practice

The supervision and classroom observation results, which were rated at the highest level, provide strong evidence that teachers were able to apply the developed competencies effectively in real classroom contexts. This outcome is particularly significant as it is based on evaluations conducted by experienced supervisors observing authentic instructional practices. According to Cochran-Smith and Lytle (2009), supervision outcomes also reflect the development of a Professional Learning Community (PLC) within schools. Similarly, DuFour and Eaker (2008) asserted that collaborative teacher learning leads to improved instructional practices and student achievement.

The feedback and professional dialogue observed during supervision indicate the establishment of a strong culture of collaborative learning.

4．Improvement in Learners' Quality: Impact on the Ultimate Educational Goal

The evaluation results showed that 89.5% of students achieved performance at a good level or above, representing a meaningful outcome and confirming that teacher competency development leads to tangible improvements in learner quality. This finding is consistent with Hattie (2012), whose meta-analysis identified teachers as the most influential factor affecting student achievement (effect size = 0.32). In particular, students demonstrated the highest performance in complex problem-solving skills and process skills (91.0%), reflecting the development of higher-order thinking skills essential for 21st-century learning, including critical thinking, communication, collaboration, and creativity.

The improvement in creative and innovative thinking skills (91.0%) is also consistent with Wagner (2012) concept of "survival skills" in the digital era. Balanced development was observed in basic skills (89.6%), learning ability (89.6%), and integrated work skills (89.2%), indicating holistic learner development.

5. Mechanisms of Change: An In-Depth Analysis of Success Factors

The success of the participatory management model can be explained through multiple theoretical frameworks. Senge (1990) concept of the learning organization provides a foundation for understanding the system's effectiveness, while systems thinking is evident in both the design and outcomes of the developed model.

6. Theoretical and Practical Implications: Developing a New Model

The implementation results provide substantial empirical evidence. First, they confirm the effectiveness of participatory management in the Thai educational context, where empirical studies have previously been limited. This finding is consistent with McNiff and Whitehead (2011), who emphasized the use of action research as a tool for organizational and teacher development, even in contexts with limited resources and infrastructure, through effective utilization of human capital and collaboration.

7. Implications for Educational Policy: Systemic Recommendations

The findings have significant implications for national teacher development policies. In particular, integrated teacher development emphasizing participation can lead to tangible improvements in educational quality. These results align with Thailand's 20-Year National Strategy (2018–2037), which emphasizes human capital development and the creation of a learning society. Furthermore, the findings support educational reform approaches that emphasize decentralization and strengthening school-level autonomy.

8. Limitations and Challenges: A Balanced Perspective

Despite the high level of success, certain limitations and challenges should be considered. The primary limitation is that the implementation was conducted in only one school and within a limited timeframe, which may not fully reflect the long-term sustainability of change.According to Rogers (2003) diffusion of innovations theory, scaling the model to other schools may face challenges related to contextual differences, personnel readiness, administrative support, and sustaining change over time.

9. Recommendations for Future Development: Building Sustainability

Future development should include longitudinal studies to examine the sustainability of change and system adaptability to emerging challenges. Comparative studies with schools in similar contexts are recommended to enhance the generalizability of findings.

The development of inter-school learning networks is also strongly recommended. In line with Hargreaves and Fullan (2012), professional exchange among teachers and schools should be strengthened. Additionally, more comprehensive impact evaluation systems should be developed, including assessments of economic and social impacts, to provide clearer evidence for teacher and educational development. Overall, the implementation of the participatory management model to enhance teachers' classroom research competency demonstrates high effectiveness and successfully achieves the objectives of improving educational quality. The findings confirm tangible benefits at both teacher and learner levels and contribute new knowledge that can be adapted and applied in broader educational contexts.

Phase 4 Research: Evaluation of the Participatory Management Model to Enhance Teachers' Classroom Research Competency for Improving Learner Quality at Ban Pa (Billasapachasan) School.

The results of the system evaluation indicated that teachers, students, and parents reported a high level of satisfaction with the model. In particular, teachers confirmed that the system effectively enhanced their classroom research competencies and could be practically applied to their instructional practices. Parents and members of the supervision committee perceived the model as beneficial to improving learner quality and appropriate for the context of a small-sized school. This evaluation highlights the success of developing a system that demonstrates both appropriateness

and feasibility, which aligns with quality development criteria in educational systems. These findings also reflect Sergiovanni (1994) concept of community leadership, emphasizing the importance of shared participation and collective acceptance among all stakeholders in developing effective and sustainable educational systems.

1. Effectiveness of the Participatory Management Model

The evaluation of the developed participatory management model revealed that the system demonstrated effectiveness at a high to the highest level. This is attributable to the systematic research and development process through which the model was created, including problem and needs analysis, system design and development, and field implementation. Consequently, the model is comprehensive and well aligned with the actual context of the school. The high effectiveness of the model is consistent with Sergiovanni (2006), who asserted that successful participatory management must be context-responsive and developed through collaborative processes involving all stakeholders. Furthermore, this finding is supported by the study of Dechakup and Yindeesuk (2016), which reported that participatory management models developed through step-by-step refinement and iterative implementation are more effective than models adopted directly from external sources.

2. Enhancement of Teachers' Classroom Research Competency

The evaluation results indicated that the participatory management model effectively enhanced teachers' classroom research competency. Teachers demonstrated a clear increase in their knowledge and understanding of the classroom research process. They also developed skills in identifying student learning problems, designing instructional

innovations to address these problems, and conducting classroom research in a systematic manner. The improvement in teachers' classroom research competency can be attributed to the participatory management approach, which emphasizes involvement at every stage, including planning, implementation, monitoring and evaluation, and continuous improvement. This finding is consistent with Joyce and Showers (2002), who emphasized that sustainable teacher competency development requires ongoing support and collaborative learning among teachers.

Moreover, the model facilitated opportunities for teachers to exchange experiences and engage in collaborative learning, leading to the establishment of a Professional Learning Community (PLC). This community-based approach is a critical factor in sustainable teacher development, as highlighted by DuFour and Eaker (2008), who identified PLCs as one of the most effective strategies for professional learning and school improvement.

Recommendations

1. Recommendations Based on the Findings of This Study

1.1 Input Factors The school demonstrates an urgent need to develop academic forums, such as research fairs, to disseminate classroom research outcomes, as well as to allocate sufficient budgets to support classroom research activities. These factors are essential for enhancing teachers' classroom research competencies and ultimately contributing to the improvement of learner quality.

1.2 Process Factors The findings reflect a strong need for development across all dimensions of the participatory management process, particularly in establishing professional learning communities and cultivating

an organizational culture that supports classroom research. These elements serve as a crucial foundation for continuously enhancing teachers' classroom research competencies.

1.3 Output Factors Development efforts should prioritize strengthening teachers' abilities to apply technology and data analysis skills. This will enable teachers to effectively use data to improve instructional practices and to create innovations that respond to the needs of learners in the 21st century.

1.4 Outcome Factors The results indicate successful outcomes in developing teachers' competencies across all dimensions of classroom research, especially in learning capacity, basic skill development, and the effective integration of skills for professional practice.

1.5 Feedback Factors Schools should emphasize the development of systematic feedback mechanisms that encourage reflection and input from teachers, parents, and students in order to sustainably enhance participatory management practices.

2. Recommendations for Future Research

2.1 Expansion to Other Schools The developed system has strong potential for expansion to other schools within the same educational jurisdiction and beyond. However, contextual adaptations may be required to suit the specific characteristics of each school. Educational service area offices should consider establishing policies that promote classroom research through participatory management approaches.

2.2 Development of Support Systems There should be a strong and sustainable support system, such as establishing district-level classroom research development centers, creating networks of teacher-researchers,

and developing effective mentoring systems. These mechanisms would ensure continuity and long-term sustainability of implementation.

2.3 Improvement of Teacher Performance Evaluation Systems Teacher performance evaluation systems should be revised to align with classroom research practices, ensuring that evaluation criteria emphasize the quality and impact of research on learner development rather than focusing solely on the quantity of research outputs.

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Political Ideology of Pheu Thai Party Leaders and Determinants of Their Decision to Support Party Candidates in Sukhothai Province

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Abstract

The independent study Political Ideology of Pheu Thai Party Leaders and Determinants of Their Decision to Support Party Candidates in Sukhothai Province by qualitative method that individual interview for people in research criteria with snowball sampling method such as village headman, subdistrict headman and assistant secretary Pheu Thai Party Member of parliament that aimed to examine the relationship between the political ideology of Pheu Thai Party leaders and their decisions to support Pheu Thai Party candidates in Sukhothai Province.

The findings reveal that political ideology is closely related to decision-making in candidate support. This is because the target group's decision-making process reflects the theory of non-conscious cognitive machinery, in which respondents provided answers containing internal inconsistencies and attempted to rationalize their own decisions. Such a decision-making pattern is characterized as a state of moral paralysis. For instance, interviewees

claimed that the current policies of the Pheu Thai Party benefit the people most, referring to past policies such as the 30-baht universal healthcare scheme. The researcher agreed that this was a constructive welfare-state approach to addressing structural problems. However, at present, the Pheu Thai Party no longer pursues such welfare-based policies, relying instead on capitalist and populist measures in its campaigns. In contrast, the Move Forward Party presents policies that best address structural problems. Yet, according to respondents, even while defining the "best policies" as those of the Move Forward Party, they still expressed negative sentiments toward this party. These contradictions highlight the internal inconsistencies in respondents' reasoning as they attempted to justify their continued support for the Pheu Thai Party in the 2023 general election, despite the conflicting rationales underlying their decisions.

Keyword: Political Ideology, Pheu Thai Party, Sukhothai Province

Introduction

Political ideology is a universally recognized concept across the world, regardless of country. Political parties typically adopt and promote their own ideological positions to the public, emphasizing the strengths of their ideological stance while occasionally criticizing those of their rivals. This demonstrates that in many countries, political ideology is regarded as an essential foundation and guiding principle for political parties.

Political ideology can be better understood through a two-axis framework. In this study, the vertical axis represents values related to society, the state, traditions, customs, freedom, and equality, while the horizontal axis represents economic perspectives, particularly the degree of economic

freedom. Within this spectrum, political ideologies can be broadly classified into four categories:

1. Ideologies that emphasize state authority in social affairs but allow economic freedom for citizens.

2. Ideologies that emphasize state authority in both social affairs and economic control.

3. Ideologies that emphasize individual freedom in both social and economic domains.

4. Ideologies that emphasize individual freedom in social affairs while using state authority to regulate the economy.

Historically, most political parties in Thailand have emphasized state authority in social affairs while granting citizens economic freedom. This tendency, in the researcher's view, is rooted in traditional authority and the interests of the elite class, which sought to maintain control over Thai society in its pre-1932 revolution structure. Evidence of this dynamic can be seen in Thailand's frequent military coups, which justified themselves in the name of protecting traditions and the monarchy. Each successful coup was followed by the drafting of a new constitution, after which coup leaders or their affiliates entered electoral politics to legitimize their power. The political parties that emerged from coup networks consistently emphasized strong state authority while reducing citizens' freedoms, though they often maintained a form of economic freedom largely reserved for powerful business elites closely tied to the state, rather than for the general population.

This dynamic gave rise to political parties that opposed coups, particularly the Pheu Thai Party, widely known as a party "of the people and for the people". Although the Pheu Thai Party sought to help the

people, it did not directly challenge Thailand's entrenched socio-political power structures, focusing instead on economic growth. This approach emphasized that political ideology and people's livelihood issues should be kept separate, promoting capitalist and populist policies. While consistent with the global trend toward capitalism, this trajectory also deepened inequality, contributing to Thailand becoming one of the most unequal societies in the world.

After the most recent coup in 2014, Thailand's first post-coup election was held in 2019, giving rise to the Future Forward Party. This party aimed to transform the country's structures, advocating full social, political, and religious freedoms for citizens. Economically, it sought to dismantle monopolistic capital in Thailand by using state authority to regulate market-dominating conglomerates that disadvantaged consumers. Additionally, it sought to amend laws to make it easier for ordinary citizens to start businesses, while also educating the public on structural issues. Importantly, the party advanced a welfare-state agenda to improve citizens' quality of life, including nationwide free healthcare, free education, and universal pensions for the elderly.

In the 2023 general election, the Move Forward Party won the largest share of both constituency and party-list votes nationwide, surpassing Pheu Thai, which had long dominated Thai politics. However, in Sukhothai Province, the Pheu Thai Party emerged as the winner in both constituency and party-list elections. Notably, the winning candidate was a former Pheu Thai member who had previously defected to the Palang Pracharath Party in the 2019 election before returning to Pheu Thai in 2023. According to Election scores between 2019 and 2023 such as Sukhothai MP district 1

Pansirri Kulnartsiri who won the election by 41,696 scores in 2019 and 30,130 scores in 2023. This raises a critical question: why, while the national political momentum shifted toward the Move Forward Party, did Sukhothai voters still choose a candidate from the old power networks, re-electing familiar figures regardless of party affiliation?

Research Objectives

This study, therefore, aims to investigate the relationship between the political ideology of Pheu Thai Party leaders and their decisions to support Pheu Thai Party candidates in Sukhothai Province. For investigating in the 2023 general election, the Move Forward Party emerged as the leading party nationwide, defeating many long-established political families across several provinces. However, Sukhothai was one of the few provinces where the Move Forward Party did not win a single constituency seat.

Research Scope

The scope of this study on Political Ideology of Pheu Thai Party Leaders and Determinants of Their Decision to Support Party Candidates in Sukhothai Province focuses on examining the relationship between political ideology and decision-making in candidate support. Data were collected from in-depth interviews with ten respondents selected through snowball sampling. The interviews were conducted in two parts: (1) a political values test designed to identify political ideology, and (2) semi-structured in-depth interviews, supplemented by observations of respondents' non-verbal behaviors during the interview process.

1. Literature Review

1.1 Political Ideology has been defined in many and varied ways, because it is a term that is often invoked as a reason for expression and for decision-making as well. Examples of definitions of the term "ideology" from Senthong (2019) research are as follows:

The French philosopher Antoine Louis Claude Destutt, Comte de Tracy (1754–1836) coined the term ideology, derived from the Greek words eidos and logos. In the earliest period, he defined ideology as the science of ideas (science study of ideas).

Karl Marx, the most renowned socialist thinker and the originator of Marxism, defined ideology as a set of mistaken ideas or false consciousness. Marx believed that human social conditions are bound up with material factors; that is, humans can find happiness only through satisfaction in the material world. Society, he held, consists of two parts: the superstructure of the ruling class, which controls the political system, the law, beliefs, customs, and traditions; and the base, the sphere of the working class, which constitutes the productive forces. The working class is oppressed by the ruling class and is stupefied by ideologies fabricated by those in the upper class so as to prevent the lower class from resisting and struggling against the existing social order, thereby neglecting the reality of the actual social conditions.

Antonio Gramsci (1891–1937) defined ideology as the creation of hegemony by the ruling class. Gramsci believed that the upper class is divided into two parts: one part is power, such as the law and coercive forces; the other is culture, traditions, customs, and morality. For Gramsci, the latter is the crucial part that sustains ruling power. The practical method

is to have ideas in the cultural dimension molded to conform to what the ruling class desires, through a process that persuades people to regard those ideas as the correct ideology of society, thereby producing hegemony for governing the lower classes (as cited in Piyakulchaidech, 2005, pp. 124–140).

Louis Althusser, a sociologist who inherited and developed ideas from Karl Marx, likewise defined ideology as something that controls society, as many sociologists do. However, Althusser differed from Marx and Gramsci in that, for Althusser, ideology is not something fanciful or located in an ideal world, but something that appears in the real material world. It manifests through control exercised by ideology in order to display its own presence— what he calls ideological interpellation (interpellation idéologique/ ideological interpellation) (Boonwarano, 2016). Through this, individuals are transformed to function as Subjects, carrying out and transmitting what the ideology requires. The expression of ideology is attempted by both sides—the upper class and the lower class—each struggling and contesting to transmit its own ideology, acting both as those who attempt to lead society as a whole and as those who themselves are dominated by the ideology.

From the diverse meanings of "ideology" presented above, the student therefore defines ideology as: a mental representation of something one desires to make real, which arises either consciously or unconsciously, accumulated from experience, social conditions, customs, traditions, knowledge, and one's inborn identity, combined and constructed together; it possesses its own internal dynamics and is expressed in the real world on the basis of forms of expression aimed at achieving the objectives of that ideology.

1.2 Decision-Making

Scholars have provided different definitions of decision- making, as follows:

Pongsai (1993) Decision-making means the process of selecting one option from among many alternatives that have been carefully considered or evaluated as being conducive to achieving the organization's objectives and goals. Decision-making is important and is related to almost every step of administrative or managerial functions, whether planning, organizing, staffing, coordinating, or controlling. In this regard, defined decision-making as "a technique for narrowing various alternatives down to a single choice" (Kaewkead & Niphitprasart Soonthornvipart, 2019).

Tantasut (2007) stated that decision-making means considering and resolving to choose, decisively selecting from among more than one available alternative to produce action of a specific kind; or it means resolving to choose a conclusion to a dispute or debate so that action proceeds in one direction or another after careful selection or examination (Noithai, 2023).

Atchariyakul (2001), explained that decision-making is related to factors of social action, meaning actions that individuals display which involve other persons—namely, purposes, beliefs, values, and customs—while expectations, obligations, opportunities, abilities, and support are social behaviors that help stimulate the capacity to accomplish what is desired.

Accordingly, from the various definitions of decision-making given by many scholars, the researcher concludes that decision-making means deciding to choose to act or not to act, arising from reason, morality, emotion, feeling, and experience, whether taken together in their entirety or only in part, as a result of differing contexts. In this study, the researcher seeks to

examine specifically electoral decision-making with respect to the election of members of the House of Representatives. The student selects two major theories relevant to political decision-making (elections) to serve as the framework for the discussion of findings, as follows:

1.2.1 Rational Choice Theory

Rational Choice Theory is a theory that attempts to define decision-making by holding that humans are beings who possess inherent rationality and that every decision arises from humans' use of reason to find the alternative that yields the greatest benefit to themselves—no matter how trivial the action, such as eating, sleeping, studying, planning a family, and so on, up to major decisions such as deciding how to cast a ballot in a parliamentary election (Yimah, 2000). From this principle, many derivative theories have emerged. Of those, the theory significant to this study that will be discussed here is Public Choice Theory, the essence of which is a synthesis of economics political science and business administration (Kenapoom, 2018). It maintains that decision-making is undertaken in order to yield the greatest overall benefit to society. It may be observed that both Rational Choice and Public Choice share the belief that humans use reason in decision-making; however, they differ in that Rational Choice centers on decisions that maximize individual benefit, whereas Public Choice concerns rational decision-making that takes public or societal benefit as the principal factor.

That said, Rational Choice Theory, in seeking to be a broad theory capable of explaining all situations, has been questioned in terms of its applicability and its limitations. In practice, it cannot explain complex social phenomena. For example, after the 1997 financial crisis, the

government reduced interest rates on loans in order to encourage people to borrow and spend more, but it turned out that people still felt fear from the economic crisis that had occurred, so the impact the government anticipated did not materialize. Another example is Chaiyan Chaiyaporn's expression of opposition to the "Thaksin regime" by tearing up his ballot. According to the theory, such an act is irrational, because if one wishes to prevent the Thaksin regime from being elected, the best method would be to mark the "no vote" box. Yet, instead, this action sparked a social trend of ballot-tearing in several subsequent incidents (Chaipinit, n.d.), which developed into protests and ultimately culminated in the military coup that overthrew the government of Prime Minister Yingluck Shinawatra, sister of former Prime Minister Thaksin Shinawatra.

In addition, there is another theory that can explain people's decisions through reasoned deliberation: Pragmatism, a theory prominent since the nineteenth century. In brief, its core content holds that the value of a thing depends on whether it can be practically carried out and whether the results of carrying it out achieve the intended goals. If a thing can be carried out in practice, it has value; conversely, if it cannot be carried out in practice, it has no value at all. This viewpoint embraces empiricism—that is, knowledge formed through reflective thought upon experience. In contrast to Rational Choice, which assumes that humans decide everything purely by reason, thoroughly and methodically, Pragmatismmaintains that human decision-making includes reason derived from one's own experience, not decisions formed solely by independent abstract thought. For example, a person who once grasped a piece of firewood with a flame and felt heat, when deciding a second time whether to pick up flaming firewood, would—

according to this theory—decide not to pick it up again because of prior injury, which generates the reason not to pick it up. In sum, under Pragmatism, decision-making is the result of knowledge and reasons that arise from experienced understanding that the person is consciously aware of when deciding.

1.2.2 Non-conscious Cognitive Machinery

This theory was developed by Howard Margolis, Professor of Public Policy at the University of Chicago. It extends from the philosophy of David Hume, who wrote in 1739 that "Reason is, and ought only to be, the slave of the passions, and can never pretend to any other office than to serve and obey them." Margolis proposed that two entirely different cognitive processes operate when we must judge and solve problems: the process of seeing-that and the process of reasoning-why. The seeing-that process is a pattern-form process that the brain has performed for hundreds of millions of years; it can learn new patterns with ease and link them to existing behaviors, and it can adjust behavior toward new behavioral forms, as when a mahout trains an elephant to perform new tricks in different ways. The reasoning-why process is the process we "use to explain how we came to make such a judgment, or how we think others might arrive at that judgment". This process occurs in beings that possess language and is not an automatic process; rather, it occurs consciously, and sometimes it even feels like work, so it is easily interrupted by thinking about other things (Haidt, 2020, pp. 78–79).

For the seeing-that process, an additional theory explains it: the affective primacy hypothesis (rendered in Thai as "the primacy of affect"), which describes the first flash of feeling that arises within a fraction

of a second—whether a positive or negative feeling. This initial flash of feeling flows and shifts continuously, so that humans cannot perceive it, and it does not go so far as to be describable as a full-blown emotion. The proponent of this theory was Wilhelm Wundt, founder of experimental psychology. Wundt held that such reactions occur simultaneously with human perception and cannot be separated from perception. This impressionistic reaction arises very rapidly, preceding other perceptions. For example, when a person unexpectedly encounters an acquaintance not seen for a long time, one immediately perceives whether one likes or dislikes that person, while the recollection of who that person is follows afterward (Haidt, 2020, p. 95).

In 1980, Robert Zajonc, a social psychologist, brought Wundt's ideas back into circulation after a period in which society had been dominated by theories claiming that humans are rational beings who proceed through systematic, step-by-step reasoning before reacting, solving problems, or making decisions. Zajonc presented a number of incisive experiments, such as giving research participants meaningless symbols or various kinds of lines to rate. In summary, the experiments showed that for every object, every form, every symbol—no matter how meaningless—participants were able to assign ratings. Zajonc explained that this occurs because the human brain pairs what is seen with experiences stored in the brain and converts them into interlinked associations, thereby enabling ratings to be given. He called this the mere exposure effect. We see this constantly in the contemporary world without realizing it, because it is the basic principle of advertising (Haidt, 2020, p. 96).

Research Methodology

This study employed a qualitative research design to examine the relationship between the political ideology of Pheu Thai Party leaders and their decision to support party candidates in Sukhothai Province. The methodology was designed to capture both the ideological orientations of respondents and the underlying decision-making processes influencing electoral behavior.

1. Research Design

The study was structured as a qualitative case study focusing on Sukhothai Province, where electoral outcomes in the 2023 general election diverged from the national trend. While the Move Forward Party won the majority of seats nationally, the Pheu Thai Party secured victories in both constituency and party-list elections in Sukhothai. This context provided a unique setting to investigate the interplay between political ideology and electoral decision-making.

2. Population and Sample

The target population consisted of individuals regarded as political leaders or key influencers within the Pheu Thai Party in Sukhothai Province. Using the snowball sampling method, ten respondents were selected to participate in the study. These respondents were identified based on their leadership roles, political involvement, or influence within local political networks. Snowball sampling was particularly appropriate, as it allowed the researcher to access participants within tightly connected political circles.

3. Research Instruments

Two instruments were employed in the data collection process:

3.1 Political Values Test

Respondents completed a structured test designed to identify their political ideology across four key dimensions: economic, diplomatic, civil, and social. The test included value-based key statements, to which respondents indicated levels of agreement on a Likert scale. This enabled the researcher to classify respondents' ideological orientations, such as social democratic, left-wing populist, religious democratic, neutral, or other ideological categories.

3.2 Semi-structured In-depth Interviews

In-depth interviews were conducted to explore respondents' decision-making processes. The interviews were guided by open-ended questions that allowed respondents to elaborate on their political values, ideological beliefs, and reasons for supporting Pheu Thai Party candidates. Non-verbal cues and behavioral observations were also recorded to enrich the interpretation of responses and to identify possible contradictions between stated beliefs and actual reasoning.

4. Data Collection Procedure

Data were collected in two phases. In the first phase, respondents completed the political values test to establish their ideological orientations. In the second phase, semi-structured interviews were conducted individually.

Research Results

The Results of the political values test for the research targets are as follows:

First, with respect to the types of political ideology among the research targets, the classifications are as follows. One individual held a social democratic political ideology, namely Mr. A. Four individuals held a left-wing

populist political ideology, namely Mr. B1, Mr. B2, Mr. C5, and Mr. C6. One individual held a religion-based democratic political ideology, namely Mr. C2. Four individuals held a neutral political ideology, namely Mr. C1, Mr. C3, Mr. C4, and Mr. D.

Second, regarding the observational scoring of responses to the questions the researcher designated as the key "message" on the various axes of political values, the results can be described as follows.

On the economic axis, the researcher specified the key "message" as thequestion: "Maintaining a balanced budget is better than using it as welfare for all citizens." There were seven individuals who agreed—defined as giving a score of 3 or higher. Among them, one target, Mr. D, expressed the strongest agreement by assigning a score of 5. There were three individuals who disagreed—defined as giving a score of 2 or lower—namely Mr. B1, Mr. B2, and Mr. C1.

On the diplomatic axis, the researcher specified the key "message" as the statement: "My country is great". There were eight individuals who agreed (scores 3 or higher). There were two individuals who disagreed (scores 2 or lower), namely Mr. C4 and Mr. D.

On the civil axis, the researcher specified the key "message" as the proposition: "A state with a hierarchical structure is the best". There were four individuals who agreed (scores 3 or higher) and six individuals who disagreed (scores 2 or lower). Among the latter, one respondent—Mr. A—expressed very strong disagreement, assigning the lowest score of 1.

On the social axis, the researcher specified the key "message" as thestatement: "Children should be educated about religious or traditional values". Therewere ten individuals who agreed (scores 3 or higher). Among

these, threetargets—Mr. C2, Mr. C6, and Mr. D—expressed the strongest agreement by assigning a score of 5.

Discussion of Results

The findings reveal that according to Sukhothai environment, the countryside province, the important factors that influence the electoral decision voter is the party leader mindset like religion issue and cult of the leader. Political ideology is linked to electoral decision-making, though the relationship varies in strength depending on personal values, attitudes, and individual predispositions. Political ideology often shapes decisions both consciously and unconsciously, guiding individuals through biases formed over time. Respondents' answers to key value statements demonstrate the subtle but significant role of ideological conditioning.

The study particularly supports the theory of non-conscious cognitive machinery, as respondents frequently provided contradictory answers and then attempted to rationalize their choices. This pattern, known as moral paralysis, was especially visible in evaluations of the Pheu Thai Party. Respondents often argued that Pheu Thai policies were most beneficial for the public, citing the 30-baht universal healthcare scheme, which the researcher also recognized as a welfare-based approach to structural reform. However, Pheu Thai currently campaigns on capitalist and populist policies, while the Move Forward Party is more strongly associated with structural reform. Despite this, respondents still expressed negative sentiments toward Move Forward, revealing an internal inconsistency in their reasoning and highlighting the tension between ideological belief and electoral behavior.

The study showed that almost target research is conservative democratic, they listened to most modern opinions and agreed with them such as military structure etc. However, some opinions or questions affected inner conflict such as religion issue and Thai traditional make them turned into non-conscious mode and agued people or political party that offered that issues. For example, the case of Mr. A exemplifies this contradiction. His decision-making appeared influenced by pragmatism, as he emphasized personal experiences working closely with MPs and praised their competence. Yet, his interview responses also showed contradictions, particularly when justifying the lack of publicity about MPs' work. His political values test placed him within the social democratic ideology, with a focus on equality, but his negative perception of the Move Forward Party, which advocates similar values, suggested inner conflict. His decision to support Pheu Thai in the 2023 election reflected a struggle between ideological inclination and personal experiences, underscoring the complex nature of electoral decision-making.

In sum, according to this study, most targets research is conservative democratic, and the study demonstrates that political ideology significantly influences voting behavior by non-conscious cognitive framework that operates in important decision-making period, especially the election, but this influence is neither linear nor consistent. Instead, electoral decisions emerge from a complex interplay of rational reasoning, unconsciousprocesses, personal experiences, and emotional responses.

From above, the study supported research literature reviews no matter if political ideology and determinant of their decision due to it show that key messages that judged target research be the conservative democratic

political ideology such as religion and traditional and that issue behind political ideology affected the election decision making with Non-conscious Cognitive Machinery theory.

Recommendations

1. Suggestions for Future Research

The researcher acknowledges that this study was conducted within a limited time frame of one month, which constrained the scope of data collection. With only ten respondents, the sample size may be insufficient to ensure the reliability and validity of the findings. Furthermore, political ideology is a fluid concept, subject to constant redefinition and reinterpretation, as well as variation in its classification. Future research should therefore involve a larger sample size, with at least twenty respondents, to enhance the robustness of the findings. In addition, interview questions should be sharpened to probe more sensitive and nuanced issues. This would be particularly useful in testing the applicability of the Non-conscious Cognitive Machinery theory more rigorously, as more precise and context-specific questions may better capture the unconscious elements of decision-making.

2. Policy Recommendations for Political Parties Seeking to Win Elections in Sukhothai Province

The researcher recognizes that the present study may not provide comprehensive evidence to make definitive claims. Nevertheless, it is hoped that the findings contribute to a deeper understanding of the relationship between political ideology and electoral decision-making in Sukhothai Province. If it is accepted that ideological orientations and decision-making are interconnected, then political strategies must take into account the

diversity of thought and the multiplicity of theoretical perspectives present in contemporary political science.

The results of the 2023 general election suggest that older voters in Sukhothai, who were strongly influenced by local Pheu Thai Party leaders, played a decisive role in the party's victory. According to Margolis's theory, these voters relied heavily on intuitive reasoning, shaped by values and attitudes accumulated over time. Interestingly, this occurred despite the fact that Pheu Thai's policies in 2023 contained fewer welfare-oriented measures than in the past, while welfare provision is typically a top priority for older citizens. This paradox suggests that many elderly voters' decisions were shaped by unconscious cognitive processes rather than conscious rational evaluation.

Therefore, political parties aiming to win in Sukhothai should prioritize communication strategies that directly engage with the intuitive and affective dimensions of older voters. Rather than emphasizing division or partisan conflict, parties should cultivate understanding, empathy, and inclusiveness. By consistently reinforcing their ideological messages in ways that resonate with deeply held values, parties can gradually align their vision with the intuitive frameworks of older voters. The researcher believes that once such alignment is achieved, parties will be able to secure increased electoral support in the province.

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Guidelines for Public Service Development through One-Stop Services toward Digital Local Government

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Abstract

This study aimed to: (1) examine the level of public service development through the One-Stop Service (OSS) system of Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province; (2) compare citizens' perceptions of OSS development across personal characteristics; (3) analyze the relationships between digital organizational factors and the effectiveness of the OSS system; and (4) propose guidelines for developing a comprehensive OSS system to reduce the complexity of citizens' government contact and support the transition toward a digital organization. A mixed-methods approach was employed. The quantitative component involved a sample of 400 citizens aged 18 years and over who had accessed services from LAOs in the study area, selected through stratified random sampling. Qualitative data were obtained from in-depth interviews with 10 key informants, including executives, information technology officers, and citizen representatives. Quantitative data were analyzed using descriptive statistics, t-tests, one-way ANOVA, and multiple regression analysis, while qualitative

data were examined through content analysis.The findings indicated that overall public service development through the OSS system was at a high level, particularly in terms of service accessibility and delivery speed. Differences in perceptions were found only across occupational groups at the 0.05 significance level. Multiple regression results showed that digital organizational factors namely digital culture, digital mindset, digital knowledge and skills, and digital processes were significant predictors of OSS effectiveness at the 0.01 level, with digital culture exerting the strongest influence. Based on these findings, the proposed development guidelines emphasize strengthening digital infrastructure, enhancing inter-agency data integration, expanding online service channels, developing personnel digital competencies, and promoting citizen participation to support effective and sustainable digital transformation at the local level.

Keywords: Public Service Development, One-Stop Service, Digital Organization, Digital Government, Local Administrative Organizations

Introduction

In the digital era, information and communication technologies have become central to public administration, reshaping how governments deliver services and interact with citizens (Gqamane & Taylor, 2013). Traditional bureaucratic systems, characterized by procedural rigidity, redundancy, and fragmentation, increasingly hinder efficient service delivery and responsiveness (Worapongpat, 2025h). In response to these challenges, the New Public Management (NPM) approach emphasizes organizational transformation toward flexibility, results orientation, transparency, and citizen-centered services (Khaenamkhaew et al., 2023). One practical mechanism aligned with these

principles is the One-Stop Service (OSS) model, which integrates multiple public services into a single access point, thereby reducing administrative complexity and improving service convenience for citizens (Kholis et al., 2021).

The OSS approach has been widely adopted to enhance service efficiency, reduce transaction costs, and shorten service delivery time by minimizing the need for citizens to contact multiple agencies. Empirical studies indicate that integrated service systems contribute to improved accessibility and citizen satisfaction, particularly when supported by appropriate organizational structures and service processes (Worapongpat, 2025g). However, the effectiveness of OSS implementation depends not only on structural integration but also on the broader organizational readiness to operate in a digital environment (Krang et al., 2024).

In Thailand, Local Administrative Organizations (LAOs) play a crucial role in providing essential public services at the community level (Worapongpat, 2025f). Despite policy support for digital government development, many LAOs continue to face persistent challenges, including limited digital competencies among personnel, outdated technological infrastructure, and institutional constraints related to regulations and organizational culture (Kurti & Kina, 2024). These limitations hinder the full realization of integrated and technology-enabled service delivery, particularly in smaller local jurisdictions (Maskikit et al., 2024).

The concept of digital government highlights the strategic use of information technology to integrate government data, redesign service processes, and deliver services through online platforms such as e-services, mobile applications, and automated communication systems (Worapongpat, 2025e). International experiences from countries such as Estonia, Singapore, and

Japan demonstrate that digitally integrated service systems can significantly enhance administrative efficiency, transparency, and accountability (Merlitriaswati et al., 2025). In Thailand, the development of integrated public service systems has been designated as a national priority under the Digital Government Policy and the 20-Year National Strategy for Digital Economic and Social Development, with an emphasis on strengthening service delivery at both central and local levels (Worapongpat, 2025d).

At the local level, citizens frequently encounter administrative burdens when accessing basic services, including tax payments, construction permits, civil registration, and utility approvals, which often require interactions with multiple departments (Montgomery, 1969). In Mueang District, Maha Sarakham Province, these challenges are particularly evident due to procedural duplication, limited inter-organizational data linkage, andinsufficient user-friendly digital service channels, resulting in increased time and cost for service users (Worapongpat, 2025c). Such conditions underscore the need for a more integrated and digitally supported OSS system (Muksin & Avianto, 2021).

Given these issues, this study investigates the development of the One-Stop Service system within Local Administrative Organizations in Mueang District, Maha Sarakham Province. The research aims to examine the current level of OSS-based public service development, analyze the influence of digital organizational factors on service effectiveness, and propose practical guidelines for enhancing service integration and reducing administrative complexity. The findings are expected to contribute both empirical evidence and policy-relevant insights to support the transition of local administrative organizations toward effective and sustainable digital government.

Research Objectives

1. To examine the level of public service development through the One-Stop Service (OSS) system of Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province.

2. To compare citizens' perceptions of public service development through the One-Stop Service (OSS) system of Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province, classified by personal characteristics.

3. To analyze the relationships between digital organizational factors and public service development through the One-Stop Service (OSS) system of Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province.

4. To propose policy and practical guidelines for enhancing public service development through the One-Stop Service (OSS) system in order to reduce the complexity of citizens' government contact and support the transition of Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province, toward becoming digital organizations.

Research Scope

1. Public Service Development and One-Stop Service Systems

Public service development is a central mechanism for enhancing administrative efficiency and improving citizen satisfaction in public organizations (Worapongpat, 2025b). One widely adopted approach is the One-Stop Service (OSS) model, which integrates multiple administrative procedures into a single access point to reduce redundancy, procedural complexity, and service delivery time (Nua-amnat et al., 2021). By minimizing the need for

citizens to interact with multiple agencies, OSS systems aim to improve accessibility, transparency, and overall service quality (Worapongpat, 2025a).

Service quality theory further contributes to understanding OSS effectiveness (Osborne & Gaebler, 1992). emphasize that effective service delivery is determined by key dimensions, including tangibility, reliability, responsiveness, assurance, and empathy. In public organizations, these dimensions are increasingly supported by digital technologies, particularly in integrated service environments. Empirical evidence indicates that OSS implementation can enhance transparency, shorten response times, and strengthen citizen trust when supported by appropriate organizational capacity (Phimkoh et al., 2015). However, several studies also report that OSS initiatives often remain fragmented due to limited interdepartmental data integration and insufficient digital competencies among public officials.

2. Digital Transformation and Digital Government in Local Administration

Digital transformation in the public sector refers to the strategic integration of digital technologies into governance structures and service processes, fundamentally altering how public organizations operate and deliver value to citizens. This transformation extends beyond technology adoption to include organizational culture, skills, and process redesign. According to the United Nations, Department of Economic and Social Affairs (2022), Thailand has demonstrated progress in national-level digital government development; however, implementation at the local level remains uneven and constrained by institutional capacity.

Prior research highlights the importance of organizational readiness in digital service delivery (Riggs, 1964). found that digital mindset andorganizational

culture among local government officials significantly influence the effectiveness of e-service platforms. Similarly, studies by (Rostow, 1960). indicate that municipalities adopting digital datamanagement systems such as cloud-based document platforms and electronic payment systems tend to achieve higher levels of citizen satisfaction (Thirawan, 2025). These findings suggest that digital government success depends not only on technological infrastructure but also on human and organizational factors within local administrative organizations (Silva & Nunes, 2022).

3. Digital Organization Factors and Service Innovation

Digital organization theory emphasizes the interaction of four key dimensions:digital culture, digital mindset, digital knowledge and skills, and digital processes (Singhalert, 2017). Collectively, these dimensions enhance organizational adaptability, service innovation, and performance in public sector contexts (Sinjindawong et al., 2023). Empirical studies demonstrate that digital culture and employee digital competencies are significant predictors of service innovation and organizational effectiveness in public organizations. Institutions with higher levels of digital readiness are more likely to deliver efficient, transparent, and citizen-oriented services (Sirisawat & Chaiya, 2025).

Despite growing international evidence, research focusing on the combined influence of these digital organizational factors on OSS development within Thailand's local administrative context remains limited, particularly among small- and medium-sized local administrativeorganizations (Suryadi et al., 2022). Existing literature confirms that digital transformation and OSS implementation contribute to improved service efficiency; however, empirical studies often lack an integrated analytical framework linking digital organization

al factors to public service development outcomes at the local level (Syah, 2024).

To address this gap, the present study examines the relationships between digital organizational factors and public service development through the OSS system within Local Administrative Organizations in Mueang District, Maha Sarakham Province. Weidner (1970) By providing localized empirical evidence, this study contributes to the academic literature on digital government and offers a practical framework for guiding digital public service transformation in Thailand's decentralized administrativeenvironment (Wikansari et al., 2023).

4. Research Conceptual Framework

This study is grounded in the assumption that the development of public services through the One-Stop Service (OSS) system of Local Administrative Organizations is influenced by internal digital organizational factors that support the transition toward digital government. Drawing on theories of digital organization, service quality, and public sector digital transformation, the framework proposes that organizational readiness in digital dimensions plays a central role in enhancing OSS effectiveness.

Independent Variables (Digital Organizational Factors) Digital Culture Digital Mindset Digital Knowledge and Skills Digital Processes	Dependent Variable Control Variables (Demographic Characteristics) Hypothesized Relationships
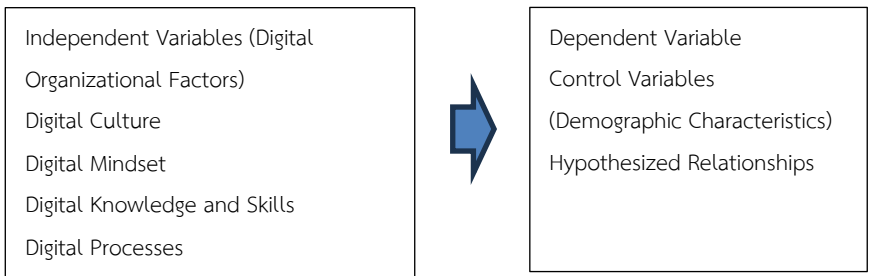
* (Conceptual framework and Literature review)

Research Methodology

1. Research Design

This study employed a mixed-methods research design, integrating quantitative and qualitative approaches to obtain a comprehensive understanding of public service development through the One-Stop Service (OSS) system of Local Administrative Organizations (LAOs). The quantitative component was used to examine the level of OSS-based public service development and to analyze the relationships between digital organizational factors and service effectiveness. The qualitative component was conducted to gain in-depth insights into operational challenges and to formulate practical development guidelines aligned with the digital organization concept.

2. Population and Sample

2.1 Population

The population for the quantitative study consisted of citizens aged 18 years and over who resided in areas served by Local Administrative Organizations in Mueang District, Maha Sarakham Province. These areas included Maha Sarakham City Municipality, Koeng Sub-district Municipality, and surrounding Sub-district Administrative Organizations (SAOs).

2.2 Sample Size Determination

The sample size was determined using Yamane (1973) formula with a 95% confidence level and a 5% margin of error, based on an estimated population of 25,852 citizens. The calculation yielded a sample size of 400 respondents, which was considered sufficient for statistical analysis.

2.3 Sampling Procedures

A multistage sampling approach was applied. In the first stage,

three Local Administrative Organizations in Mueang District Maha Sarakham City Municipality, Koeng Sub-district Municipality, and Lat Khwang Sub-district Administrative Organization were selected as study sites. In the second stage, convenience (accidental) sampling was used to collect quantitative data from citizens who accessed services at the selected LAO offices during the data collection period.

For the qualitative component, purposive sampling was employed to select 10 key informants who possessed relevant experience with OSS operations. These included five LAO executives or department heads and five citizen representatives who regularly used the OSS system.

3. Research Instruments

3.1 Questionnaire

The questionnaire consisted of three sections:

Part 1: Demographic characteristics of respondents, including gender, age, education level, occupation, monthly income, and frequency of contact with government offices.

Part 2: Digital organizational factors, comprising four dimensions digital culture, digital mindset, digital knowledge and skills, and digital processes measured using 16 items on a five-point Likert scale.

Part 3: Public service development through the OSS system, measured across six dimensions: digital infrastructure, service provision and procedural reduction, data integration and inter-agency linkage, internal management, personnel and digital capability development, and user satisfaction.

Content validity was assessed by three experts, yielding Index of Item-Objective Congruence (IOC) values ranging from 0.80 to 1.00. Reliability

testing was conducted with a pilot group of 30 respondents, resulting in a Cronbach's alpha coefficient of 0.93, indicating high internal consistency.

3.2 Semi-Structured Interviews

Semi-structured interviews were conducted to collect qualitative data from the key informants. The interview questions focused on OSS operational structures, service delivery challenges, and recommendations for developing public services in alignment with digital organization principles. An open-ended format was adopted to encourage detailed responses and to capture context-specific insights.

4. Data Collection Procedures

Quantitative data were collected through on-site distribution of questionnaires to 400 respondents across the selected LAO offices. All completed questionnaires were reviewed for completeness prior to analysis. Qualitative data were obtained through in-depth interviews with the 10 key informants. The interviews were recorded, transcribed verbatim, and systematically reviewed for analysis.

5. Data Analysis

5.1 Quantitative Data Analysis

Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe respondents' characteristics and overall perceptions of digital organizational factors and OSS-based public service development.

One-way analysis of variance (ANOVA) was applied to examine differences in perceptions across demographic groups. Multiple linear regression analysis was employed to analyze the associations between digital organizational

factors and public service development through the OSS system. All hypotheses were tested at a significance level of 0.05.

5.2 Qualitative Data Analysis

Qualitative data were analyzed using content analysis. The data were coded, categorized, and interpreted to identify recurring themes and patterns. The findings were then synthesized to formulate practical guidelines for developing OSS-based public services toward digital organizational transformation.

6. Data Validation

Data credibility was enhanced through methodological triangulation by comparing findings from questionnaires, interviews, and relevant documents. In addition, experts in public administration and information technology reviewed the research instruments and findings to ensure accuracy and completeness.

7. Expected Outcomes

The study aims to generate policy and practical guidelines for improving OSS-based public service delivery within Local Administrative Organizations in Mueang District, Maha Sarakham Province. It also seeks to provide an empirically grounded framework for integrated digital public service management, contributing to improved service efficiency, reduced administrative complexity, and sustainable digital organizational development at the local level.

Research Results

1. Level of Public Service Development

Table 1

Presents the level of public service development through the One-Stop Service (OSS) system of Local Administrative Organizations in Mueang District, Maha Sarakham Province

Public Service Dimension	$\bar{x}$	S.D.	Level
Infrastructure	3.91	0.78	High
Quality of Life Promotion	3.95	0.71	High
Community and Social Organization	3.91	0.72	High
Investment Planning and Promotion	3.97	0.71	High
Resource Management and Conservation	3.90	0.74	High
Arts, Culture, and Local Wisdom	3.93	0.74	High
Overall	3.93	0.65	High

The results indicate that the overall level of public service development through the OSS system was high ($\bar{x}$ = 3.93). Among the dimensions, investment planning and promotion recorded the highest mean score ($\bar{x}$ = 3.97), followed by quality of life promotion ($\bar{x}$ = 3.95). All dimensions were rated at a high level.

2. Differences in Public Service Development by Personal Characteristics

Table 2

Presents the results of one-way ANOVA comparing citizens' perceptions of public service development across demographic characteristics

Variable	Statistic	Sig.	Result
Gender	ANOVA	0.789	No significant difference
Age	ANOVA	0.326	No significant difference

Variable	Statistic	Sig.	Result
Marital Status	ANOVA	0.822	No significant difference
Education	ANOVA	0.140	No significant difference
Occupation	ANOVA	0.028*	Significant difference
Income	ANOVA	0.188	No significant difference

The findings show that occupation was the only demographic variable with a statistically significant difference in perceptions of public service development at the 0.05 level (p = 0.028). No statistically significant differences were found for gender, age, marital status, education level, or income.

3. Digital Organizational Factors and Public Service Development

Table 3

Presents the results of multiple linear regression analysis examining the relationships between digital organizational factors and public service development through the OSS system

Independent Variable	B	S.E.	β	t	Sig.
Digital Mindset	0.196	0.039	0.215	5.058	0.000***
Digital Processes	0.121	0.046	0.136	2.664	0.008**
Digital Knowledge and Skills	0.171	0.042	0.197	4.041	0.000***
Digital Culture	0.342	0.042	0.397	8.217	0.000***
Constant	0.691	0.100	–	6.892	0.000***

Model summary: R = 0.861, R^2 = 0.742, Adjusted R^2 = 0.739, F = 276.314, Durbin–Watson = 1.887

The regression results indicate that all four digital organizational factors were statistically significant predictors of public service development

through the OSS system at the 0.01 level. The model explained 74.2% of the variance in public service development (R^2 = 0.742). Among the predictors, digital culture exhibited the strongest standardized effect (β = 0.397), followed by digital mindset (β = 0.215), digital knowledge and skills (β = 0.197), and digital processes (β = 0.136).

4. Guidelines for Developing Public Services toward the One-Stop Service System

Based on the quantitative and qualitative findings, the following guidelines were proposed for developing public services through the OSS system:

4.1 Infrastructure: Enhancement of digital infrastructure through modern information systems, public Wi-Fi, artificial intelligence applications, and cloud computing services.

4.2 Quality of Life Promotion: Development of digital platforms, community dashboards, and integrated service centers to improve accessibility and service responsiveness.

4.3 Community and Social Organization: Implementation of AI-supported CCTV systems, incident-reporting applications, and live mapping tools to strengthen community safety and coordination.

4.4 Investment Planning and Promotion: Utilization of geographic information systems (GIS), smart city platforms, virtual tours, augmented reality (AR), and QR code technologies.

4.5 Resource Management and Conservation: Application of IoT and AI technologies for pollution monitoring, smart waste management systems, and open data initiatives.

4.6 Arts, Culture, and Local Wisdom: Development of digital cultural archives, virtual cultural tours, social media dissemination, and open access to cultural data.

Discussion of Results

1. Level of Public Service Development through the One-Stop Service System.The findings indicate that public service development through the One-Stop Service (OSS) system of Local Administrative Organizations in Mueang District, Maha Sarakham Province, is at a high level across all dimensions. The highest-rated dimension investment planning and promotion suggests that local administrative organizations have prioritized the use of digital technologies to support economic and development-related services. Tools such as geographic information systems, virtual platforms, and digital communication channels appear to be more readily applied in areas where outcomes are visible and directly linked to local economic growth.Similarly, the high ratings for quality of life promotion and local arts and culture reflect an increasing reliance on digital platforms to improve access to welfare services and to disseminate local cultural knowledge. These findings are consistent with prior studies indicating that digital public services are often first adopted in areas that directly affect citizens' daily lives and community identity (Alimova, 2023). However, although infrastructure and natural resource management were also rated highly, their relatively lower mean scores suggest that further investment in advanced technologies such as cloud computing, Internet of Things (IoT), and artificial intelligence remains necessary to support long-term sustainability. Overall, the results align with

digital government and smart city frameworks, which emphasize integrated service delivery and data-driven decision-making.

2. Differences in Perceptions by Personal Characteristics.The analysis revealed no statistically significant differences in perceptions of public service development across gender, age, education level, income, or marital status. This finding suggests a broadly shared assessment of OSS-based services among diverse demographic groups, indicating that the system provides a relatively uniform service experience. Such consistency reflects the inclusive potential of digital public services when access barriers are minimized. In contrast, occupation was found to significantly influence citizens' perceptions of OSS development. This result implies that service expectations vary according to occupational roles and service usage patterns. For instance, individuals engaged in business activities may place greater emphasis on services related to licensing, investment facilitation, and administrative efficiency, whereas employees or agricultural workers may prioritize welfare-related and quality-of-life services (Butsara Phon Phuangpanya, 2024). This finding underscores the importance of tailoring OSS service design to accommodate the distinct needs of occupational groups, thereby enhancing service equity and responsiveness.

3. Digital Organizational Factors and Public Service Development. The regression analysis demonstrates that all four digital organizational factors digital culture, digital mindset, digital knowledge and skills, and digital processes are significantly associated with public service development through the OSS system. Among these factors, digital culture emerged as the strongest predictor, highlighting the central role of shared values, norms, and attitudes in shaping effective digital service delivery. A supportive digital

culture facilitates technology acceptance, cross-departmental collaboration, and openness to organizational change, which are essential for integrated service systems.Digital mindset and digital knowledge and skills also showed strong associations with OSS effectiveness, indicating that personnel readiness and competency are critical for translating digital tools into meaningful service outcomes. Digital processes, although exhibiting a comparatively smaller effect, remain essential for ensuring workflow integration and operational efficiency (Chantarasombat, 2021). These findings reinforce the view that digital transformation in the public sector extends beyond technological infrastructure and requires a comprehensive transformation of organizational culture, human capacity, and work processes. This interpretation is consistent with previous research emphasizing organizational readiness as a key determinant of digital government success.

4. Policy and Practical Implications.Based on the findings, the development of OSS-based public services should adopt a holistic approach that integrates technological investment with organizational and human resource development. Strengthening digital infrastructure, expanding online service platforms, and enhancing inter-agency data integration are necessary foundations. Equally important is the cultivation of digital culture and continuous capacity building for personnel to ensure effective system utilization. Furthermore, service processes should be designed with (Chompotjananan & Vichit-Vadakan, 2022). sensitivity to occupational differences, enabling local administrative organizations to deliver more targeted and responsive services.

The study demonstrates that OSS-based public service development in Mueang District, Maha Sarakham Province, has reached a high level, with generally consistent perceptions among citizens. Occupational differences, however, indicate the need for differentiated service design. Digital organizational factors particularly digital culture play a pivotal role in enhancing OSS effectiveness. Together, these findings provide empirical support for policies that emphasize organizational readiness, human capacity, and integrated digital processes as key drivers of sustainable digital government at the local level.

From the study of the development of public services in the One-Stop Service system of local administrative organizations in Mueang District, Maha Sarakham Province, new knowledge can be summarized as follows:

Digital infrastructure development
Digital platforms for citizen services
Smart community management
Investment, commerce, and tourism planning
Natural resources and environmental management
Preservation of local culture and wisdom

Figure 1

Conceptual model of one-stop service development and digital organization factors. Created by the author, 2025.

Figure 1 shows the causal relationships between digital organization factors and the development of public services in the One-Stop Service

system. Digital culture has the strongest impact on service development, followed by digital mindset, digital knowledge and skills, and digital processes. The model highlights how integrating digital factors enhances service efficiency and citizen satisfaction.

The level of public service development in all aspects is high, especially in planning and promoting investment, commerce, and tourism, followed by quality of life services and local culture, traditions, and wisdom. This indicates that local administrative organizations focus on integrating services for citizens with community and economic development.

Among personal characteristics, occupation is the only factor that significantly affects citizens' opinions on public service development, while gender, age, marital status, education, and monthly income do not significantly influence their perception.

Digital organization factors including digital culture, digital mindset, digital knowledge and skills, and digital processes have a significant causal relationship with the development of public services. Digital culture has the strongest influence, followed by digital mindset, digital knowledge and skills, and digital processes.

Recommendations

1. Policy Recommendations

Local Administrative Organizations should establish clear policies to guide the development of OSS systems in alignment with national digital government strategies and international standards. Such policies should emphasize inter-agency data integration, service interoperability, and the long-term sustainability of digital service systems. In addition, organizational

policies should prioritize the cultivation of a digital culture that encourages innovation, collaboration, and continuous learning among personnel.

2. Practical Recommendations

Local Administrative Organizations should invest in essential digital infrastructure, including high-speed internet networks, cloud computing systems, artificial intelligence applications, and Internet of Things (IoT) technologies, to support OSS operations. Digital platforms should be further developed to enable citizens to conveniently access public services related to welfare, rights, and administrative procedures in a transparent and timely manner.

Service processes should be adapted to address the specific needs of different occupational groups to ensure that OSS delivery is responsive and equitable. Furthermore, the application of digital tools such as geographic information systems (GIS), virtual tours, augmented reality (AR), and QR code technologies can enhance investment promotion, tourism development, and community management. The promotion of open data and digital content related to natural resource management and local cultural heritage can also support sustainability and citizen participation.

3. Recommendations for Future Research

Future studies should examine OSS-based public service development in other local administrative contexts to enable comparative analysis and the formulation of more generalizable guidelines. Longitudinal research is also recommended to assess the long-term effects of digital organizational development on service efficiency, organizational performance, and citizen satisfaction.

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Design of Artistic Patterns for Reed Mat Bag Products Inspired by the Art Exhibition of Royal Paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, from the "Diversity of Forms, Diversity of Lives" Collection: A Case Study of Community Products in Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province

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Abstract

This research, "Design of Artistic Patterns for Reed Mat Bag Products Inspired by the Art Exhibition of Royal Paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, from the 'Diversity of Forms, Diversity of Lives' Collection: A Case Study of Community Products in Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province", aims to study the concepts and artistic identity from the royal paintings in the "Diversity of Forms, Diversity of Lives" exhibition to synthesize them as a guideline for designing artistic patterns on the reed mat bag products of the Lung Pradu community, Huai Thalaeng District, Nakhon Ratchasima Province, which is

an area with long-inherited wisdom and identity in reed mat weaving. The research was conducted using Qualitative Research methodology, collecting data from studying the original artworks, and in-depth interviews involving community participation in brainstorming sessions to design patterns together.

The research found that the Princess's artistic genius, reflecting the diversity of life and forms in nature, can be applied as inspiration to create new patterns that are contemporary yet harmoniously retain the essence of local culture. The outputs from this research include a set of artistic patterns applied to prototype reed mat bags, which possess a contemporary artistic identity, aligning with the community's identity and the Creative Economy concept. These research results thus help add value to community products, increase market opportunities, and promote the sustainable conservation of local wisdom.

Keywords: Artistic Patterns, Reed Mat Bag, Art Exhibition, Royal Paintings

Introduction

Currently, the Creative Economy trend plays a significant role in developing community products, as it integrates artistic, cultural, and local wisdom with design processes to create added economic value and sustainably promote the area's identity. Many types of Thai local handicraft products have adapted to the times, especially "reed mats", which reflect the way of life, patience, and meticulousness of the people in the Northeast. Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province, is a community renowned for its long history of reed mat weaving. The community's woven mats have unique patterns and colors, but they currently face marketing problems, competition, and the need to develop products to be

more contemporary to meet the demands of new-generation consumers. Therefore, developing product design guidelines that still preserve cultural roots is a crucial issue in inheriting and elevating local wisdom.

The key inspiration for this research comes from the art exhibition of royal paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, titled "Diversity of Forms, Diversity of Lives", which reflects her artistic genius, full of delicacy and perspective on the diversity of living beings and nature. These works not only show the power of artistic beauty but also reflect creativity that deeply connects with contemporary design approaches.

For this reason, the research "Design of Artistic Patterns for Reed Mat Bag Products Inspired by the Art Exhibition of Royal Paintings… 'Diversity of Forms, Diversity of Lives'" is important for applying artistic concepts from this valuable inspiration to create new patterns that reflect community identity, meet commercial utility needs, and serve as a guideline for the sustainable development of the local creative economy. Applying concepts from these valuable artworks to create new artistic patterns for community products not only helps increase aesthetic value but also promotes local products' potential to enter the creative market, thereby uplifting the community's quality of life and sustainably preserving local wisdom for the future.

Research Objectives

To study the concepts and artistic identity from the royal paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, in the "Diversity of Forms, Diversity of Lives" collection. To design artistic patterns inspired by the said artworks to be applied to the reed mat bag products of

the Lung Pradu community, giving them a contemporary identity that aligns with local identity and wisdom.

Research Scope

The scope of this research is specifically defined to connect "artistic inspiration from royal genius" with "local product development", integrating knowledge of art, design, and community wisdom, which is a distinctive feature of creative research in the field of contemporary art as follows:

1. Content Scope

The research focuses on studying the application of concepts and artistic elements from the royal paintings in the "Diversity of Forms, Diversity of Lives" exhibition to design artistic patterns for the community's reed mat bag products. It emphasizes the analysis of artistic elements such as line, shape, color, rhythm, and artistic mood, including the concept conveying "diversity and life in nature", to transform them into contemporary design guidelines. Defining this scope provides a clear framework for the study, preventing it from expanding into other dimensions of art analysis, such as sculpture or general contemporary art, and focusing specifically on the "royal paintings" which are the main source of inspiration for product design.

2. Area Scope

The study area is Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province, which is a renowned production source for reed mats, with weaving wisdom passed down for a long time. It has distinct characteristics in terms of raw materials (local reeds) and weaving patterns that still maintain a local identity, clearly linking "artistic inspiration" with "local wisdom", and providing an opportunity for the community to participate

in the design process (Participatory Design), which is at the heart of contemporary creative research.

3. Population / Target Group Scope

The group of artisans and reed mat producers in the Lung Pradu community to jointly brainstorm and exchange local wisdom knowledge in product design.

4. Time Scope

The research period is approximately 12 months, divided into periods as follows:

Months 1–3: Study documents, original artworks, and survey community area data.

Months 4–6: Design preliminary concepts and artistic patterns.

Months 7–9: Trial application of patterns on prototype reed mat bags.

Months 10–12: Evaluate results, receive feedback, and summarize development guidelines.

Research Methodology

This research is Creative Research that emphasizes integrating "artistic inspiration" with "local handicraft wisdom" to create contemporary products with a valuable local identity. The process is divided into 4 important phases as follows:

Phase 1: Study of basic information and artistic inspiration

Objective: To understand the concepts and artistic identity of the royal artworks.

Process:

- Study documents and the "Diversity of Forms, Diversity of Lives" exhibition to analyze concepts, colors, lines, shapes, and artistic moods.

- Synthesize inspiration that reflects the concepts of "diversity of life" and "nature in an emotional dimension".

- Collect prototype images and create a Mood Board to be used as a base for design.

Outcome: Gained artistic guidelines and conceptual identity that can be extended to pattern design.

Phase 2: Survey and study of the Lung Pradu reed mat community's wisdom

Objective: To understand the context, materials, techniques, and patterns of local reed mats.

Process:

- Conduct in-depth interviews with villagers, mat weaving groups, and community leaders.

- Survey weaving techniques, characteristics of original patterns, materials, and popular colors used.

- Analyze the potential and limitations for application with contemporary artistic approaches.

Outcome: Gained knowledge of local wisdom that forms the cultural base for developing design concepts.

Phase 3: Concept Development

Objective: To blend artistic inspiration with community wisdom.

Process:

- Synthesize information from Phases 1–2 to create a Design Concept.

- Design several preliminary patterns using sketching techniques and computer-aided design programs.

- Organize a Focus Group with art experts and community representatives to select the appropriate approach.

Outcome: Obtained a prototype artistic pattern concept (Design Prototype) that reflects both identities.

Phase 4: Product Prototype Creation

Objective: To create and test the application of patterns on actual products.

Process:

- Develop prototype reed mat bags using the selected artistic patterns.

- Experiment with actual community materials combined with contemporary design.

- Refine the models based on feedback from experts and artisans.

Outcome: Obtained complete prototype products that reflect contemporary artistic concepts.

Research Results

From studying data to analyze the target group in the case study of community products in Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province, there are 3 main weaving and reed mat groups: (1) The Krai (Scleria) product processing group, located at Ban Lung Pradu Samakkhi, Moo 12, led by Mrs. Pailin Namai with 4 members. The group's distinct feature is that their Krai products are often dyed and formed by weaving patterns like Lai Kho Kaew and Lai Dok Bua (lotus pattern). The group processes products into bags and mats. (2) The Krai hat product group,

located at Ban Nong Saeng, Moo 7, led by Ms. Rung Pawasri with 10 members. The group's distinct feature is that their Krai products are often dyed and formed by weaving patterns and by coiling. The group processes products into various types, such as bags, hats, keychains, hair clips, and mats. (3) The plastic basket weaving group, which is a gathering of housewives in the area who have been trained in plastic strap basket weaving skills from product extension by government agencies in the area, resulting in new and more diverse product forms.

From the field visit to develop community products to elevate the grassroots economy, inspired by the art exhibition of royal paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, "Diversity of Forms, Diversity of Lives" collection, a case study of community products in Lung Pradu Sub-district, Huai Thalaeng District, Nakhon Ratchasima Province, the researcher applied the concept of building upon local wisdom, using the original identity of the products and the area to develop new products. From analyzing the skills of the groups' artisans, it was found that the most suitable product group is fashion bags. The groups have the craftsmanship skills to build upon their original products to create more difference and diversity.

Part 1: Suitable Forms and Symbols for Product Design

The researcher modified the design approach from the original, considering the skills and aptitude of the target group, who are primarily skilled in making products in the bag category. Prototype products were designed and developed using a method of form comparison and symbolic analysis for product design. This used inspiration from the communication style of Naïve art, which is the main communication style of the art exhibition of royal paintings by H.R.H. Princess Chulabhorn, the Princess

Srisavangavadhana, "Diversity of Forms, Diversity of Lives" collection. This was done by analyzing the identity of animals that are prominent in the Lung Pradu area, namely the silkworm moth (Mang-ka-bee or Tua-bee), which is an important economic animal in this area, one of the famous silk-producing regions in Nakhon Ratchasima. Also, the Mang-por-baan-rai-peek-thong-peuan (Variegated Flutterer dragonfly), a species commonly found in the area, is characterized by its brown and yellow-spotted wings, similar to the pattern of the leopard, which is the most prominent animal in the "Diversity of Forms, Diversity of Lives" exhibition. The researcher linked the distinctive features of the colors and patterns of the aforementioned animals to the development of designs that connect with the professional skills of the target group, which are the woven products within the Ban Lung Pradu area. They are divided into 3 groups: the plastic strap weaving group, the Ban Nong Saeng reed weaving group, and the Ban Lung Pradu mat weaving group. This resulted in 14 fashion bag designs with different forms, colors, patterns, structures, sizes, and suitable functional uses. The designs were selected for prototype production through a participatory process with group members, and sizes were determined based on appropriate standards for bags in the market, as follows:

Figure 1

Photographs for analysis towards design inspiration.

Source: Suthida Watthanapakon, 2025.

Figure 2

Prototype Product Set 1, plastic woven bags "Diversity of Lives" .

Source: Suthida Watthanapakon, 2025.

From the development of product set 1, "Diversity of Lives", the researcher developed a design concept for a shoulder bag suitable for the teenage and working-age target group, choosing a large fashion shoulder bag form, suitable for shopping trips. It has properties of physical durability and moisture resistance from the plastic straps. The patterns used were simplified from the leopard in the royal painting by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, "Diversity of Forms, Diversity of Lives" collection, and used a technique of simplifying the pattern forms in conjunction with an animal representing local identity, the silkworm moth or *Tua-bee*, to link the concepts through pattern formation and color structure. Three prototype bags were created as shown in the image.

Figure 3

Prototype Product Set 2, formed by knitting/braiding, in the concept "Diversity of Forms No.1".

Source: Suthida Watthanapakon, 2025.

From the development of product set 2, "Diversity of Forms", the researcher analyzed the bag-forming skills of the Ban Nong Saeng bag weaving group, which is skilled in forming Krai by knitting/braiding. This led to the concept of dyeing the Krai by extracting colors from the royal paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, "Diversity of Forms, Diversity of Lives" collection, in various ways, allowing the group to knit/braid them in a free-form manner within the group's traditional bag structure. This resulted in a mix of colors, both in leopard patterns and various color combinations. Five prototype bags were created.

Figure 4

Prototype Product Set 3, formed by mat weaving combined with artificial leather, in the concept "Diversity of Forms No.2".

Source: Suthida Watthanapakon, 2025.

From the development of product set 3, "Diversity of Forms No.2", the researcher analyzed the bag-forming skills of the Ban Lung Pradu mat weaving group, which is skilled in forming Krai by weaving it into a mat. This led to the concept of dyeing the Krai by extracting colors from the royal paintings by H.R.H. Princess Chulabhorn, the Princess Srisavangavadhana, "Diversity of Forms, Diversity of Lives" collection, in various ways, allowing the group to weave them using free-form basic patterns. This created a mix

of colors, generating diverse patterns before assembling them with an artificial leather bag structure. Six prototype bags were created.

Discussion of Results

The results of the research "Design of Artistic Patterns for Reed Mat Bag Products Inspired by the Art Exhibition of Royal Paintings... 'Diversity of Forms, Diversity of Lives' Collection: A Case Study of the Lung Pradu Community, Nakhon Ratchasima Province" have demonstrated the power of integration between high art and local handicraft wisdom, which has given rise to a new, valuable approach for the creative product development of the community, both in terms of artistic beauty and economic potential. This was achieved by blending artistic inspiration with local identity, using concepts and artistic elements from the royal works in the "Diversity of Forms, Diversity of Lives" collection as inspiration, giving the designed patterns a unique identity, expressing the gentleness of nature, the diversity of living beings, and a life force that connects with the community's people. This principle aligns with contemporary art concepts that focus on "Interpretation" rather than imitation, reflecting abstract creation and the spirit of art. Through community participation and joint learning from the Participatory Design process, it was found that involving the reed mat weaving community in every step, from exploration, design, to prototype creation, helped foster a balanced exchange of knowledge between "artists-designers" and "local artisans". The community gained pride in the work developed from their own wisdom, while designers received real data reflecting the cultural context, resulting in work that is complete both artistically and contextually. This created artistic and product design value. The prototype reed mat bags

created from the new patterns were evaluated by experts as being outstanding in beauty, creativity, and suitability for commercial extension. The work demonstrates the use of color, line, and texture that harmonize with natural materials, while still beautifully preserving the identity of the reed mat, serving as an example of "contemporary design that does not abandon cultural roots". This research reflects the potential of Thai local handicrafts to drive Soft Power through the dimensions of art, culture, and creative design. Reed mat products developed with contemporary patterns can create economic value, increase market opportunities, and artistically communicate the local story, which aligns with the national policy of promoting the creative economy. This reflects on the development of local art. This research shows that local art can be elevated to cultural innovation if systematically supported in the design process. The connection between "inspiration from national-level art" and "community-level wisdom" is thus a key approach in developing sustainable creative work, and serves as a model for a new form of cultural conservation that can grow alongside the local economy sustainably.

Recommendations

1. Practical Recommendations

1.1 Commercial Product Extension: The designed artistic patterns should be applied to other related reed mat products, such as home decor items, souvenirs, or cultural gifts, to add value to the products and generate sustainable income for the community.

1.2 Local Branding and Identity: The Lung Pradu community should develop a product brand that reflects the identity of the artistic

patterns derived from the research, by creating unified product labels, packaging, and promotional media to build recognition in both domestic and international markets.

1.3 Training and Knowledge Transfer: Training should be organized for mat weaving groups and youth in the community to learn about contemporary pattern design and techniques for developing reed mats to meet the needs of the new generation market, helping to ensure that the wisdom is continuously passed down.

1.4 Building a Collaboration Network: Connections should be made between government agencies, universities, designers, and the private sector to support the development and sale of creative products, especially in terms of "Thai Soft Power" that emphasizes culture as an economic asset.

2. Recommendations for Future Research

2.1 Study the application of patterns to other local materials: Extending the design approach to products from other natural materials, such as silk, cotton, or bamboo, will help broaden the scope of this artistic concept's utility.

2.2 In-depth research on marketing and consumer behavior: To ensure product development meets commercial demands more effectively, the needs of target groups in different age ranges should be studied, including design to support online markets and cultural tourists.

2.3 Evaluate social and cultural impact: There should be continuous research to monitor the long-term outcomes of the project, assessing how artistic and creative economy development affects the community's way of life, in terms of income, identity, and local pride.

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