

กลยุทธ์การบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่

The Administration Strategy for the Vocational Sector of Non-formal Private Schools, Chiang Mai Province

พนมพร แซ่เจ็ง^{1*} สำเนา หมื่นแจ่ม² ชูชีพ พุทธประเสริฐ¹ และภูเบศ พวงแก้ว²

Panomporn Saejeng^{1*}, Samnao Muenjaem², Choocheep Puthaprasert¹ and Phubet Pongkaew²

บทคัดย่อ

วัตถุประสงค์การวิจัยแบบผสมวิธีพหุระยะครั้งนี้ 1) เพื่อสังเคราะห์องค์ประกอบที่เกี่ยวข้องกับการบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ 2) เพื่อตรวจสอบความต้องการจำเป็นของการบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ และ 3) เพื่อพัฒนากลยุทธ์และคู่มือการขับเคลื่อนกลยุทธ์การบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ ผู้ให้ข้อมูลในการศึกษาตามวัตถุประสงค์งานวิจัยเป็นผู้ทรงคุณวุฒิ จำนวน 133 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่ ตารางสังเคราะห์องค์ประกอบ แบบยืนยันองค์ประกอบ แบบสอบถาม สถิติที่ใช้ คือ ค่าร้อยละ ค่าความถี่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์ความต้องการจำเป็น (PNI^{Modified}) ผลการวิจัยพบว่า 1. องค์ประกอบที่เกี่ยวข้องกับการบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ หลังการยืนยันประกอบด้วย 6 องค์ประกอบหลัก ได้แก่ การบริหารทั่วไป การบริหารวิชาการ การบริหารงบประมาณ การบริหารงานบุคคล การบริหารเครือข่าย และการบริหารเทคโนโลยี 2. ลำดับความต้องการจำเป็นในการบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ ประกอบด้วย ด้านการบริหารจัดการเทคโนโลยี อยู่ในลำดับที่ 1 (0.09) รองลงมา ด้านการบริหารจัดการงบประมาณ อยู่ในลำดับที่ 2 (0.07) ด้านการบริหารจัดการทั่วไป อยู่ในลำดับที่ 3 (0.06) และการบริหารจัดการวิชาการ (0.05) ตามลำดับ 3. กลยุทธ์การบริหารจัดการโรงเรียนเอกชนนอกระบบประเภทวิชาชีพ จังหวัดเชียงใหม่ ประกอบด้วย 1 วิสัยทัศน์ 4 พันธกิจ 1 เป้าประสงค์ 5 กลยุทธ์ 26 มาตรการ

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¹ บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏเชียงใหม่ จังหวัดเชียงใหม่ 50200

Graduate School, Chiang Mai Rajabhat University, Chiang Mai 50200

² คณะครุศาสตร์ มหาวิทยาลัยราชภัฏเชียงใหม่ จังหวัดเชียงใหม่ 50200

Faculty of Education, Chiang Mai Rajabhat University, Chiang Mai, 50200

*Corresponding author; email: jessie.pett@gmail.com

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Abstract

The objectives of this multi-phase mixed methods research were 1) to synthesize components of the administrative for the vocational sector of non-formal private schools, Chiang Mai Province; 2) to study the needs assessment of the administration for the vocational sector of non-formal private schools, Chiang Mai Province; and 3) to develop the administrative strategies for the vocational sector of non-formal private schools, Chiang Mai Province. Key informants consisted of 133 respondents, the instruments used were a synthesis table, a confirmation form, and a questionnaire. The data were analyzed by frequency, percentage, mean, standard deviation, and PNI ^{Modified}. The study results revealed as follows: 1. The components of the administration after confirmation consisted of six core components as follows: general administration, academic administration, budget administration, personnel administration, network management, and technological administration; 2. The priority needs of the administration for the vocational sector of non-formal private schools, Chiang Mai Province were technological administration (0.09), followed by budget administration (0.07), general administration (0.06), and academic administration (0.05), respectively. 3. The components of the administration strategies for the vocational sector of non-formal private schools under Chiang Mai Province consisted of one vision, four missions, one goal, and five strategies with twenty-six measures.

Keywords: The administrative strategies, The vocational sector, Non-formal private schools, Chiang mai province

Introduction

The Thai government gazette (2008) defined ‘Non-formal school’ as a school that provides education with flexibility to define the objectives, forms, method of study management, duration of study, measurement and evaluation, which are the important conditions for finishing education. Later, Thai government gazette (2015) determined seven school types and characteristics of non-formal schools as follows: 1) religious education, 2) arts and sports, 3) vocational sector, 4) tutorial, 5) life skills development, 6) Islamic education centers at mosques (Tadika), and 7) Ponoh educational institutions.

As we know, in regards to COVID-19, the government bids to help private schools in Thailand pull out of the COVID-19 crisis. Suwansujarit (2022) proposes a proposal for the government to help private schools by implementing several measures to support private schools, including a 50% discount on water and electricity, low-interest loans, monthly subsidies for teachers and education staff, and a 100% subsidy for operators. Tax rebates for donations

are also being considered, etc. At that time, many non-formal private schools, Chiang Mai Province still did not have a plan, strategy, or management approach; we managed separately in the form and approach of each educational institution. As a result, when there is a sudden change, whether it is in economics, society, politics, or technology, the management and administration are uncertain and risky with the changing situation. Strategy may be one of the approaches to help restore non-formal private schools.

Scholars defined strategy as a process that sets a school on a path for quality teaching and learning, which principals use to influence staff for high performance. Strategies were administrative techniques used by principals to ensure effective job performance by instructors. Administrators applied functional tasks in educational management to achieve school objectives. Strategies could be seen as efforts to use available resources effectively, such as duty delegation, organizing meetings, assigning subjects, and disseminating information among colleagues. (Eze et al., 2023)

Non-formal private vocational education offers an alternative learning pathway that is flexible, demand-driven, and responsive to local labor market needs. Institutions must focus on adaptability, stakeholder collaboration, and outcome-based management to remain effective in terms of regulatory oversight, unclear accreditation mechanisms, and inconsistent integration with national vocational education systems (Office of the Education Council, 2019). These issues often leave non-formal private schools without clear standards or support, weakening their institutional sustainability. However, their application in the non-formal private sector remains limited.

As critical components of administrative success, many schools still face difficulties aligning their curricula with rapidly evolving industry needs due to limited resources and insufficient professional development for teachers. Finally, while stakeholder engagement and community-based management are frequently mentioned as essential elements in successful vocational training, there is a scarcity of systematic models for implementing these practices in non-formal settings (Asian Development Bank, 2014). This highlights a key gap in administrative knowledge and policy support.

Although various studies have examined the administration of vocational education, significant knowledge gaps remain in the context of non-formal private schools, such as the use of data and technology in school management. Even though digital tools have transformed formal vocational training in many contexts, there is insufficient understanding of how non-formal institutions adopt technology to enhance administration, teaching, and learning

outcomes that led to new research initiatives aiming to develop strategic planning, participatory governance, and digital integration initiatives that represent new knowledge that can inform policy development, institutional reform, and the professionalization of administrators and educators in this growing but under-supported sector. Therefore, not having a specific administrative plan that fits the unique setup, goals, and challenges of non-formal private institutions, which usually work with few resources and unclear rules, is not effective.

As the current condition, the researcher, as an administrator and licensee of the vocational sector of non-formal private schools, Chiang Mai Province, realizes the importance of management in the era of corruption of non-formal private schools. Therefore, I and my team are interested in studying what are the administrative strategies in this era of disruption. We expect that the administrative strategies will be beneficial for non-formal private schools, Chiang Mai Province, and our school partnership can apply to use in their school effectively and efficiently.

Objectives

1. To synthesize components of the administration for the vocational sector of non-formal private schools, Chiang Mai Province.
2. To examine the needs assessment of the administration for the vocational sector of non-formal private schools, Chiang Mai Province.
3. To develop the administrative strategies for the vocational sector of non-formal private schools, Chiang Mai Province.

Research Methods

The multi-phase mixed methods research was divided into three phases, as follows:

Phase 1: Synthesize components of the administration for the vocational sector of non-formal private schools, Chiang Mai Province from concepts and theories, and check confirmation dividing into two steps:

Step 1.1: The synthesizing of components of the administration for the vocational sector of non-formal private schools, Chiang Mai Province from academic papers from both Thai and foreign educators that were published via electronic media from 1927 - 2024. Data were analyzed by frequency.

Step 1.2: The checking confirmation of derived components of the administration for the vocational sector of non-formal private schools, Chiang Mai Province, Step 1.1, by focus group discussion of five experts consisting of an administrator, a former administrator, a licensee, and a

former licensee of private non-formal vocational schools in Chiang Mai Province, including an educational supervisor with knowledge and expertise in supervision for no less than 5 years, to correct the appropriate and comprehending. The data were analyzed by percentage.

Phase 2: Examine the needs assessment from the current conditions and the desired conditions of the administration for the vocational sector of non-formal private schools, Chiang Mai Province. Key informants were selected by purposive sampling who involved in the administration for the vocational sector of non-formal private schools, Chiang Mai Province consisting of school administrators and/or licensees, instructors of the vocational sector of non-formal private schools, Chiang Mai Province, for a total of 120 respondents. The instrument used was a five-rating scale questionnaire. It was proposed to five experts to check and find the content validity by considering the Index of Item Objective Congruence (IOC), which was more than 0.67; the researcher improved the questionnaire according to the recommendations. Data were analyzed by mean, standard deviation, and PNI_{Modified}.

Phase 3: Develop the administration strategies for the vocational sector of non - formal private schools, Chiang Mai Province. Key informants were selected by purposive sampling consisting of four school administrators, two school licensees, four instructors, and three parent representatives who have conducted research strategies, for a total of thirteen experts. The instrument used was a draft of strategies. The data were analyzed by content summarizing.

The conceptual framework of the research is shown in Figure 1.

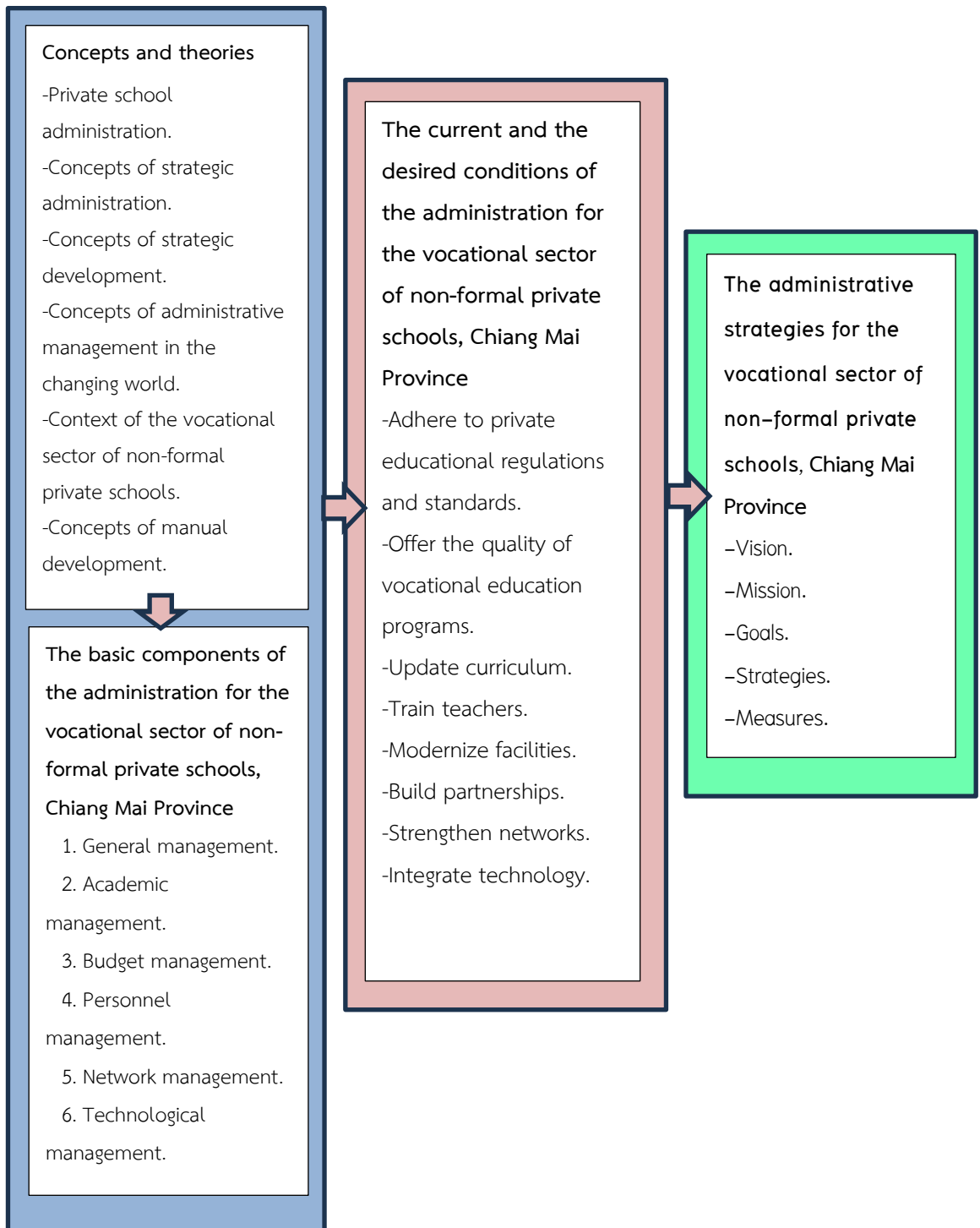


Figure 1 Conceptual framework of the research.

Results

Phase 1: The synthesizing results of the components of the administration for the vocational sector of non-formal private schools, Chiang Mai Province consisted of six core components and forty-one sub-components as follows: general administration, academic administration, budget administration, personnel administration, network management, and technological administration; and the confirmation by focus group discussion of five experts and relevant representatives of school administrators to correct the appropriate and comprehending was 100 percent. The details are as follows:

1. General administration consists of 5 sub-components: law and legal entity management, flexibility in operations, promoting innovation, and managing change, managing risk.

2. Academic administration consists of 10 sub-components: learning planning, curriculum development, teaching and learning process management, teacher and educational personnel development, teacher training management, creating a learning atmosphere, organizing student development activities, assessment and monitoring of learning outcomes, using a variety of measurement and evaluation tools, and promoting innovation.

3. Budget administration consists of 6 sub-components: budget planning, budget setting, income and expenditure management, supplementary income management, providing services that generate income for the school, and preparing reports and summarizing budget management results.

4. Personnel administration consists of 7 sub-components: personnel recruitment and selection, personnel development and training, personnel development, creating a good working environment, personnel welfare management, problem and conflict management, and professional development promotion.

5. Network administration consists of 6 sub-components: building and maintaining good relationships with government agencies, building and maintaining good relationships with private organizations, developing network members, managing conflicts in the network, creating partnerships with organizations or agencies involved in development, and sustainable network management.

6. Technological administration consists of 7 sub-components: teaching management system, management information system, school management system, information and communication technology, management software, evaluation technology, and security technology. (Saejeng et al., 2023)

Phase 2: The examination results of the needs assessment from the current conditions and the desired conditions of the administration for the vocational sector of non-formal private schools, Chiang Mai Province. The instrument used was a five-rating scale questionnaire. Data were analyzed by mean and standard deviation, and $PNI_{Modified}$. The details are shown in Table 1.

Table 1 Results of analysis of Modified Priority Needs Index ($PNI_{Modified}$) and the priority needs of the administration for the vocational sector of non-formal private schools, Chiang Mai Province.

No.	The components of the administration for the vocational sector of non-formal private schools.	Current Conditions I = Important		Desired Conditions D = Degree of success		$PNI_{Modified}$ (I-D)/D	The priority needs
		\bar{X}	S.D.	\bar{X}	S.D.		
1.	General administration.	4.36	0.75	4.63	0.49	0.06	3
2.	Academic administration.	4.44	0.69	4.64	0.48	0.05	4
3.	Budget administration.	4.26	0.71	4.56	0.49	0.07	2
4.	Personnel administration.	4.48	0.63	4.65	0.47	0.04	5
5.	Network administration.	4.43	0.58	4.60	0.49	0.04	5
6.	Technological administration.	4.32	0.66	4.73	0.44	0.09	1
Average		4.38	0.67	4.64	0.48		

From Table 1, the current conditions were overall at a high level ($\bar{X} = 4.38$, S.D. = 0.67), the desired conditions were overall at the highest level ($\bar{X} = 4.64$, S.D. = 0.48), the priority needs were technological administration, budget administration, general administration, academic administration, and personnel administration and network administration, respectively. The results of the priority needs were used to draft the administration strategies in Phase 3.

Phase 3: Results of developing the administrative strategies for the vocational sector of non-formal private schools, Chiang Mai Province by thirteen experts to conduct administrative strategies consisted of one vision, four missions, one goal, and five strategies with twenty-six measures as follows:

3.1 Vision: The administration strategies aim to be a leader in developing vocational education that can respond to the needs of the labor market and promote lifelong learning to create skilled and capable personnel for society sustainably.

3.2 Mission:

3.2.1 To develop and manage all types of vocational education at all ages to be quality in terms of curriculum, developing up-to-date curriculum, and professional development, allowing instructors to develop themselves and learn continuously.

3.2.2 To promote vocational learning so that learners can develop new skills and knowledge, organize education that focuses on developing vocational skills necessary for working in various workplaces, and provide quality career advice.

3.2.3 To create cooperation with workplaces and communities so that learners gain real work experience through internships and vocational training.

3.2.4 To promote learners to have good attitudes, be socially responsible, and be able to apply their knowledge and skills to develop society sustainably.

3.3 Goal: The administration strategies enhance the quality of education and preparing learners for working and social life.

3.4 Strategies/Measures: Five strategies consisting of forty-eight measures were developed. The details are shown in Table 2.

Table 2 Results of developing the administration strategies for the vocational sector of non-formal private schools, Chiang Mai Province

Strategies	Measures
1. Strengthening Curriculum and Instruction consists of 4 measures.	<p>1.1 Conduct regular surveys and meetings with target audiences to identify curriculum expectations and needs.</p> <p>1.2 Collaborate with local industry, community organizations, and parents to integrate real-world skills and knowledge into the curriculum that are consistent with current labor market trends and community values and that reflect the diverse cultural backgrounds and values of the community, and promote inclusion and respect for learners of diverse ethnicities.</p> <p>1.3 Design curriculum components that include internships, vocational training, and project-based learning opportunities to provide learners with real-world experiences relevant to workplace and community needs.</p> <p>1.4 Operate a systematic process of curriculum critique and evaluation to periodically revise and update the curriculum to improve and adapt to the evolving needs of parents, workplaces, and communities.</p>

Strategies	Measures
2. Encouraging community, parent and student participation consists of 7 measures.	<p>2.1 Develop clear and consistent communication channels and a variety of communication methods, such as newsletters, conferences, and digital platforms, to keep parents and organizations informed and engaged with the school's activities and programs.</p> <p>2.2 Organize workshops, seminars, exchanges, and events/or Memorandum of Understanding (MoU) with public and private sector organizations, parents, and schools in general.</p> <p>2.4 Encourage parents and representatives from the public and private sectors to participate in school activities as volunteers or consultants, providing real-world information and experiences that enhance the educational environment.</p> <p>2.5 Use the knowledge, skills, expertise, and resources of the community, public, and private sector organizations to improve the school's teaching and learning, such as by inviting speakers, providing specialized training or funding support.</p> <p>2.6 Evaluate partnerships with parents and organizations through feedback and performance indicators to ensure that the partnerships consistently meet the school's educational needs and objectives.</p> <p>2.7 Work with parents, learners, and corporate partners to develop and promote a shared vision for student success and community engagement, ensuring that efforts and resources are aligned.</p>
3. The development of internal quality assurance system consists of 5 measures.	<p>3.1 Announce, set goal values, and communicate clear educational standards and criteria that are consistent with national guidelines and stakeholder expectations to ensure that all types.</p> <p>3.2 Develop and maintain a systematic process for regular revise and evaluation of teaching approaches, curriculum, and administrative procedures to identify areas for improvement and ensure compliance with quality standards.</p> <p>3.3 Implement and develop processes using a variety of assessment tools and methods, including internal and external audits, to meet the needs of learners and stakeholders.</p> <p>3.4 Collect and analyze data on learner performance, satisfaction, and other key indicators for use in decision-making and driving educational quality and outcomes improvement in the quality assurance process by</p>

Strategies	Measures
	regularly reviewing, monitoring, and disseminating performance reports, assessment results, and improvement plans to inform and engage stakeholders.
	3.5 Promote a culture and responsibility within the school by promoting collaboration, innovation, and commitment to the educational standards of private non-formal schools, vocational type, Chiang Mai Province.
4. Strengthening media technology and innovation skills consists of 5 measures.	<p>4.1 Encourage instructors to use a variety of creative teaching approaches, such as problem-based learning, project-based learning, flipped classrooms, blended learning, and others, that leverage technology to engage learners and improve learning outcomes.</p> <p>4.2 Integrate technology and innovation in the classroom to ensure that the use of these tools is aligned with educational goals and meets learners' needs.</p> <p>4.3 Facilitate access to a variety of online learning platforms and resources, enabling learners to learn at their own pace and explore subjects beyond the traditional curriculum, and preparing them for a changing and technology-driven world.</p> <p>4.4 Foster partnerships with technology companies, ED Tech providers, and other organizations to access cutting-edge tools, resources, and expertise that can be developed to enhance education.</p> <p>4.5 Monitor and evaluate the impact of technology in the classroom, gathering feedback from learners, instructors, and stakeholders, analyzing data, student performance, and making adjustments as needed to improve student outcomes.</p>
5. Strengthening digital literacy skills consists of 5 measures.	<p>5.1 Develop and integrate digital literacy programs into professional curricula, focusing on essential skills such as digital environment navigation, online safety, and critically evaluating digital content.</p> <p>5.2 Provide all learners with access to the digital devices, software, and high-speed Internet access necessary to adequately practice and develop digital skills both inside and outside the classroom.</p> <p>5.3 Provide instructors with ongoing self-development on digital literacy education, providing the skills and strategies needed to effectively teach digital competencies in the classroom.</p>

Strategies	Measures
	5.4 Educate learners to develop awareness and positive attitudes about ethical and responsible digital media use, including understanding digital footprints, privacy issues, and the importance of digital citizenship.
	5.5 Revise and develop digital literacy content to include new technologies, software, and emerging digital trends to ensure learners are prepared for the changing digital landscape.

Conclusion and Discussion

The researchers summarized and selected the significant issues for discussion as follows:

From the findings reveal the study emphasizes the importance of a clear administration strategy for non-formal private schools, as they operate outside the formal education system and lack standardized governance structures. This lack of a strategic framework can lead to inconsistencies in quality, accountability, and educational outcomes that are crucial to the effectiveness, sustainability, and impact of non-formal education, there were two important issues that the research could be discussed as follows:

The first issue: Concerning the the needs assessment from the current conditions and the desired conditions of the administration for the vocational sector of non-formal private schools, Chiang Mai Province, the priority needs were technological administration, budget administration, general administration, academic administration, and personnel administration and network administration, respectively.

Similarly, Supasiriroj & Usaho (2014) examined management strategies for achieving excellence in non-formal private music schools, finding that while these institutions had an average level of management, they maintained high expectations. Key priorities included customer focus, leadership, process management, strategic planning, workforce development, and knowledge management. Strengths lay in measurement and analysis, while weaknesses were found in customer focus and results, with opportunities arising from economic, policy, and legal factors. Similarly, Manurung et al. (2021) analyzed the involvement of non-formal education, categorizing it into indirect and direct contributions. Indirect involvement included flexible learning activities, companion learning resources, and lifelong learning adaptability, while direct involvement encompassed extracurricular participation, technology integration, and alignment with school visions and missions. Both studies highlight the importance of strategic management and active engagement in enhancing the quality and impact of non-formal education.

It can be concluded that the study reveals that non-formal private schools have an average level of management towards excellence, with high expectations. Parents focus is prioritized in the internal environment, leadership, process management, strategic planning, workforce focus, measurement, analysis, and knowledge management. Additionally, it identifies priority areas for improvement in the administrative framework, including technological administration, budget administration, general administration, academic administration, personnel administration, and network administration.

The second issue: as regards the administrative strategies consisted of one vision, four missions, one goal, and five strategies with twenty-six measures, five administrative strategies suggested several ways to improve a school's curriculum and instruction: conducting surveys, collaborating with local organizations, designing internships, and regularly revising the curriculum. It emphasizes community, parent, and student participation, and uses resources from various sectors. The internal quality assurance system includes clear educational standards, regular revision, assessment tools, a responsibility culture, and media technology skills.

Concerning the strategic management for private schools under the Office of the Private Education Commission, Choomwong & Sethakajorn (2020) identified ten key direction-setting practices, including vision and mission development, participatory goal-setting, role determination, innovation, and motivation strategies. Similarly, Sukanan & Lenanan (2021) explored network management strategies for vocational skills development in secondary schools, emphasizing four essential techniques: planning, networking, participation, and integration. Their findings highlighted the importance of fostering key student competencies such as flexibility, adaptability, responsibility, high-quality work production, and strong work ethics. Together, these strategies underscore the significance of structured direction-setting and collaborative network management in enhancing both general and vocational education in private schools.

Moreover, Phandamri et al. (2021) examined administrative strategies for private tutoring schools in the context of new normal learning management, emphasizing the integration of modern technology, quality improvement, and the reorganization of action plans. Their findings highlighted the promotion of digital literacy, instructional media, and innovation to overcome the limitations of onsite classrooms. Similarly, Chimnoy et al. (2023) studied academic management strategies in private elementary schools, identifying a shift toward technology-driven teaching and learning aimed at fostering digital and global citizenship. By leveraging digital tools and transforming learning activities, educational institutions are enhancing students' competencies to thrive in a globalized and

technologically advanced world. Both studies underscore the critical role of technology in reshaping private education and preparing students for the demands of the digital age.

It can be concluded that administrative strategies aim to improve curriculum and instruction through surveys, collaborations, internships, and regular revisions. They emphasize community, parents, and student participation, using resources from various sectors. The internal quality assurance system includes clear educational standards, assessment tools, a responsibility culture, and media technology skills. It promotes digital literacy, instructional media, and innovation, breaking through onsite classroom limitations. The strategies include strengthening curriculum, encouraging community participation, developing an internal quality assurance system, and promoting responsibility and technology monitoring.

Suggestions

Suggestions for Application of Research Findings

1. The findings can be proposed to the Office of the Private Education Commission to determine the administrative strategies of educational institutions to be the main mechanism to drive private schools outside the system in a tangible way.
2. The administrators of non-formal private schools can use the administrative strategies for the vocational sector of non-formal private schools, Chiang Mai Province, to be appropriate for the changing era in order to develop the schools in the changes in technology and increase their competitiveness and develop educational management that is focused on students.

Suggestions for Further Research

1. There should be a study of the administrative strategies of private non-formal vocational schools in Chiang Mai Province in other vocational sectors.
2. There should be a study of the administrative strategies of private non-formal vocational schools in Chiang Mai Province throughout Thailand.

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